DOCUMENT RESUME

ED 416 664 EC 306 275

TITLE	The Best Practices Manual for Gifted and Talented Programs in Idaho. [Revised Edition].
INSTITUTION	Idaho State Dept. of Education. Special Education Section.
PUB DATE	1997-09-00
NOTE	150p.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Ability Identification; Academically Gifted; Creativity; Cultural Differences; Diversity (Student); Economically Disadvantaged; Educational Needs; *Educational Practices; Educational Testing; Elementary Secondary Education; *Evaluation Methods; *Gifted; *Gifted Disabled; Leadership; Minority Group Children; Rural Education; Special Programs; Student Evaluation; *Talent; Talent Identification; Underachievement
IDENTIFIERS	Differentiated Curriculum (Gifted); *Idaho

ABSTRACT

This manual for Idaho school districts covers the identification, assessment, and educational needs of students (ages 5-18) who show intellectual promise, specific academic performance, leadership, and creativity or talent in the visual or performing arts. The manual also addresses the needs of underserved students who are gifted, including rural residents, underachievers, the economically disadvantaged, students with disabilities, and students from culturally diverse backgrounds. The state definition of gifted/talented, characteristics of gifted students, myths regarding gifted children, and principles for curriculum differentiation are presented. Methods to evaluate the range of student abilities and talents are discussed, including standardized tests, criterion-referenced tests, observations by teachers and other personnel, nominations, student interviews, portfolios, and extracurricular activities. Testing approaches are identified for students with severe physical impairments, visual impairments, hearing impairments, learning disabilities, underachievement, and extreme giftedness. Program options for serving gifted students are noted, along with program evaluation guidelines. Appendices include parent and teacher rating scales, checklists, other identification instruments, interview questions, evaluation criteria for student portfolios, and forms for numerous administrative uses. Also included is information on resource materials and organizations. (CR)

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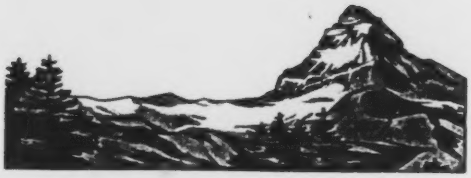

The Best Practices Manual for Gifted and Talented Programs in Idaho

September 1997

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The Best Practices Manual for Gifted and Talented Programs in Idaho

September 1997

Anne C. Fox, Ph.D.
Superintendent of Public Instruction
Idaho State Department of Education
Special Education Section

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> Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation.
>
> —*John F. Kennedy*

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DR. ANNE C. FOX
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FOREWORD

Dear Colleagues:

The purpose of the *Best Practices Manual for Idaho Gifted and Talented Programs* is to help districts meet the diverse needs of gifted and talented students. The manual is designed to assist districts in complying with the state's Gifted/Talented mandate, which requires identification and services in five talent areas: specific academic, intellectual promise, creativity, leadership and visual/performing arts.

The *Best Practices Manual for Idaho Gifted and Talented Programs* was originally written in 1993, as a response to the passage of Idaho's Gifted/Talented mandate. The manual was revised in 1997 by a task force of educators and administrators throughout Idaho. The revised edition contains most of the original content, with some additions. The chapters and appendices were edited for clarity, continuity and organization.

The manual recommends best practices for gifted programs, as opposed to listing specific requirements. The chapters are arranged to help districts focus on specific aspects of their program—whether initially developing the program or modifying an existing program. The chapter topics include an introduction and emphasize administration, identification, assessment, underserved populations, program development and program evaluation. The appendices provide examples of identification and organizers and forms.

We hope this manual will assist districts in their effort to challenge and tap the potential of their most able students.

Anne C. Fox

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ACKNOWLEDGMENTS

I would like to personally thank the committee members who worked on the revision of the *Best Practices Manual for Idaho Gifted/Talented Programs*. The committee met four times during the 1996-97 school year. Each member not only spent approximately 40 hours in committee work, but also extensive outside work in researching and rewriting sections, locating and adapting lists and identifying state resources.

The G/T manual committee consisted of the following administrators and facilitators:

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I wish to thank Margie Strong, who formatted and designed the manual, and Sharon Gregory, who edited the manual.

—Gary Marx, State Specialist for Gifted and Talented Education

OVERVIEW

Implementing a district Gifted and Talented Program is a challenging undertaking. Many program components need to be addressed. The *Best Practices Manual for Idaho Gifted and Talented Programs* serves a two-fold function: to assist districts in meeting the needs of gifted and talented students in five talent areas and to reflect the research of "best practices" for G/T Programs. The manual addresses seven specific areas:

- **Introduction**—defines the legal mandate to serve G/T students and describes the five talent areas
- **Administration**—focuses on how to start a G/T Program and identifies the most essential program components
- **Identification**—describes the process of identifying G/T students
- **Assessment**—discusses various assessment tools often used to identify G/T students
- **Identifying Underserved Populations**—identifies 13 underserved populations and offers guidance on how to identify these populations
- **Program Development**—focuses on modifying curriculum and describes different program options to meet the needs of G/T students
- **Program Evaluation**—presents general guidelines for evaluating G/T Programs

Idaho has one of the most comprehensive G/T mandates in the nation. The five talent areas enable many diverse talents to be identified and enhanced. The intent of the *Best Practices Manual for Idaho Gifted and Talented Programs* is to encourage districts to comply with the state's G/T mandate, and to identify and serve their most able students.

Chapter 1

INTRODUCTION

All students identified as G/T in the State of Idaho have the right to an appropriate education that provides educational interventions which sustain challenge and ensure continued growth within the public school system. Idaho's commitment toward this ideal was illustrated by the State Legislature approving a G/T mandate and endorsement. The *Best Practices Manual for Idaho Gifted/Talented Programs* begins by presenting the following sections:

- Gifted and Talented Mandate
- Definition of Gifted and Talented Children
- Talent Areas
- Characteristics of G/T Students
- The Nature of the G/T Student . . . Myth . . . and Reality

Gifted and Talented Mandate

During the 1993 legislative session, Idaho's gifted and talented mandate was approved. The G/T mandate requires all districts in Idaho to identify and serve G/T children between the ages of five and 18 in five talent areas.

> Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications and special programs (Idaho Code §33-2003).

To comply with Idaho Code §33-2003, districts need to identify students in the five talent areas and provide services for all identified G/T students between the ages of five and 18. Idaho Code §33-2003 also requires districts to submit on December 1 of each year the enrollment count of all G/T students being served by the district.

Definition of Gifted and Talented Children

The state definition of G/T specifies the talent areas that need to be identified and served. The following definition is taken from Idaho Code:

> "Gifted and talented children" mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Idaho Code §33-2001).

Talent Areas

The following section defines the five talent areas as mandated by Idaho Code. Districts may use the definitions listed in this chapter or modify them to meet the needs of their G/T Programs.

- Specific Academic
- Intellectual
- Leadership
- Creativity
- Visual/Performing Arts

Specific Academic—as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas

Intellectual—as evidenced by superior aptitude for

- Understanding facts, concepts, generalizations and their relationships
- Identifying patterns
- Verbal and nonverbal reasoning
- Spatial perceptions
- Developing and evaluating ideas

Creativity—as evidenced by superior abilities in

- Fluency, flexibility, originality, elaboration
- Divergent thinking skills
- Problem solving strategies

Leadership—as evidenced by a variety of superior characteristics, including

- Responsibility
- Rapid insight into cause-effect relationships
- Interpersonal intuition
- Ability to motivate performances of others

Visual and Performing Arts—as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theater or the visual arts

Characteristics of G/T Students

Gifted and talented students may demonstrate many, but not *all*, of the following characteristics:

- Advanced vocabulary for chronological age
- Ability to retain a great deal of information; outstanding memory
- Longer attention span, persistence and intense concentration
- Highly developed curiosity and a limitless supply of questions
- Great imagination; frequent daydreamer
- May be able to "track" two or more things simultaneously (example: their daydreams and your words)
- Wide range of interests
- Strongly motivated to do things that interest them, may be unwilling to work on other activities
- Prefers complex and challenging tasks to "basic" work
- Ability to learn basic skills more quickly and with less practice
- Resists challenging work for fear that the struggle will be seen by others ("If my teacher and peers see me struggle, they will conclude I'm not so smart.")
- Procrastinates to the point that work never even gets started
- May be reluctant to move from one subject area to another
- May cry easily in frustration that their work at school can never be perfect
- May prefer the company of older students or adults
- Sensitivity, advanced sense of justice and fairness, and global awareness
- Sophisticated sense of humor; may be "class clown"
- Operates on higher levels of thinking than their age peers; is comfortable with abstract thinking

- Interest in experimenting and doing things differently
- Transfers concepts and learning to new situations
- Sees connections between apparently unconnected ideas and activities
- Brilliant thinker, but absentminded about details or where their work might be found
- Catches on quickly, then resists doing work, or works in a sloppy, careless manner
- Asks for lots of help and reassurance from the teacher ("Is this all right? Is this what you want? Please repeat the directions.")
- May prefer to work alone; resists cooperative learning
- May be "street smart" while not doing well on school tasks
- Standardized test scores may be significantly better than class performance

Adapted from *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner, copyright © 1992. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; (800) 735-7323. ALL RIGHTS RESERVED.

Webb, J., (1982). *Guiding the Gifted Child* (p. 46). Used with permission from Gifted Psychology Press, Scottsdale, AZ.

The Nature of the G/T Student . . . Myth . . . and Reality

There are many misconceptions about what it means to be a G/T student. Not only do teachers have misperceptions, but also the students themselves. The purpose of the following section is to help educators discriminate between the myths and realities about G/T students.

Myth 1

The G/T kids have it made and will succeed in life no matter what. They are going to make it on their own. They don't need any special help in school or anywhere else.

Reality

Some are going to drop out and are dropping out; and too many of them "make it" doing things that are unacceptable. Let's get serious! Everybody needs help and encouragement to make the most of himself or herself.

Myth 2

The G/T kids love school, get high grades, and greet each new school day with enthusiasm. The G/T student is the one who is most enthusiastic about school and school work.

Reality

Most schools are geared for average students, not G/T students, which makes it hard for G/T students to get excited about going to school. Some of the most talented students in the U.S. actually choose to drop out of school altogether.

Myth 3

The G/T kids are good at everything they do.

Reality

Some G/T students are good at many things; others are exceptionally able at only a few things. Some students are also learning disabled, which means that they may not be very good at schoolwork.

Myth 4

Teachers love to have G/T students in their classes.

Reality

Some do; some don't. Certain teachers feel uncomfortable with G/T students and get defensive when they suspect that their students know more than they do.

Myth 5

If G/T students are grouped together, they will become snobbish and elitist.

Reality

Most G/T students have desirable personalities. They tend to be more courteous, get along better with their peers, are more obedient and will take suggestions faster than other students will. What is especially amazing about this myth is that some adults use it to rationalize decisions about not allowing G/T students to work or study together, or not giving them opportunities that meet their learning needs.

Myth 6

The G/T students must constantly be challenged and kept busy or they'll get lazy.

Reality

They might get bored, but they won't necessarily get lazy.

Myth 7

The G/T kids are equally mature in all areas—academic, physical, social, and emotional.

Reality

That would be convenient, but it's not a reasonable expectation. On the other hand, it's not fair to assume that just because someone is advanced intellectually, he or she will lag behind in other developmental areas.

Myth 8

Career education is not for G/T students; it is for the slower students.

Reality

The G/T students need many quality career education programs. Career education as we now talk about it is the whole world of work. We're talking about all professions and one-to-one apprenticeship types of opportunities.

Myth 9

Nearly all G/T students come from the upper, middle, and professional families. Teachers won't find them coming from the lower economic and social levels.

Reality

There are just as many in the ghettos and barrios as there are in the suburbs. Intelligence knows no income levels; it knows no race; it knows no socio-economic level. Yet, one of the problems we constantly wrestle with is convincing administrators, legislators, and people everywhere that the G/T students are really as deserving as everyone else.

Myth 10

The G/T student is just an oddball or freak. The G/T students are weak and puny. They are not very athletic or healthy.

Reality

Most G/T students are so normal that teachers often fail to identify them as being G/T students. They tend to be stronger, have less illness, and are as tall as their less G/T peers; they take part in a wide variety of activities that call for vigor. Many are outstanding athletes.

Myth 11

The G/T students "ripen early and rot early." They never amount to much when they become adults. Most of them will be failures in their adult life.

Reality

The Terman studies and the Stanford studies show outstanding success achieved by G/T individuals. An unusual proportion of them became lawyers, doctors, engineers, college professors, and leaders in government, business, and industry.

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Chapter 2

ADMINISTRATION

This chapter discusses the philosophy of G/T Programs and important administrative concerns. The chapter is divided into three sections:

- Starting a G/T Program
- Other Considerations
- Traits and Characteristics of Facilitators

Starting a G/T Program

Districts should develop a district plan for their G/T Programs. The purpose of the G/T district plan is to provide direction, and communicate the program's objectives to staff, parents and the community. The plan may include the following components:

- Philosophy and definition of gifted
- Program goals and objectives
- Program development (curriculum and instruction)
- Identification procedures
- Program evaluation

The "Starting a G/T Program" section focuses on three of the above components. Identification procedures and program evaluation are covered in subsequent chapters.

Needs Assessment

Before the plan can be written, the district should conduct a needs assessment and gather pertinent data on present services. A committee may be formed to achieve this objective. The committee may include an administrator, G/T facilitator, classroom teacher, counselor and a parent of a G/T student.

The committee's task is to complete a survey to determine the following:

- What is being done for G/T students
- The level of financial support which could be expected from the district funds
- The needs and resources in the community
- Expectations, support and talents parents may be willing to share with G/T students
- The space available
- The interests and special abilities of teachers that could be contributed to a G/T Program

Next, the committee members may gather information on existing programs. This may be accomplished by visiting operational programs, discussion with district coordinators, perusal of program description books and research studies and attendance at conferences concerning the gifted. After reviewing the assessment data, the committee is ready to write a district G/T plan.

Philosophy and Definition of Giftedness

Each school district should have both a philosophy governing its G/T Program and a definition statement describing the talent areas. A statement of philosophy expresses a rationale or basis for a district's program. A philosophy may be explicitly stated, or more usually, is only implied. The following is an example of a philosophy statement:

> The _______ school district recognizes that students with identified gifts and talents may require differentiated instruction and opportunities. Facilitators and teachers will work together to ensure that the educational needs of G/T students are met in the regular classroom and in specialized learning settings.

The definition statement would most likely reflect Idaho's G/T mandate and emphasize the need to identify and serve G/T students in five talent areas. Districts may also choose to describe each of the talent areas in the definition, for example:

> Intellectual Ability: a superior aptitude for understanding facts, concepts, generalizations and their relationships; reasoning; and developing and evaluating ideas.

Important: Even though beginning programs may elect to define several talent areas, eventually they must define all five talent areas as dictated by the mandate.

Goals and Objectives

Goals and objectives would be dictated by the district's definition statement. For example, if creativity is part of the definition, then there may be an emphasis on creative thinking and problem solving. The goals would be general expectations, and the objectives would be specific results. A creativity goal may read: students will develop the creative behaviors of fluency, flexibility, originality and elaboration.

Goals and objectives may be developed from the *Best Practices Manual* recommendations, such as the list of "Principles of Differentiation" as created by the National/State Leadership Training Institute (see page 58). Examples of goals include the following:

- Students will develop research skills and methods.
- Students will develop productive, complex, abstract and/or higher-level thinking skills.
- Teachers will allow in-depth learning of a self-selected topic within the area of study.

Programming (Curriculum/Instruction)

Program development should include deciding how students are to be served, personnel responsible for providing services, the different types of programming to be offered and how to differentiate curriculum. The previously developed goals and objectives should dictate programming for the G/T students.

Programming considerations may also include the theoretical model(s) that programming will be based upon (e.g., Renzulli, Bloom's, etc.) and the need for flexibility when modifying curriculum. Concerning flexibility, the most essential modification for a highly capable math student, for example, may be curriculum compacting in the classroom, in contrast to a process oriented pullout program. Thus, a district may need to develop more than one program option to meet the needs of a diverse group of G/T students.

Other Considerations

Many components need to be considered when developing a G/T Program. The following are areas that, if addressed, will enhance the quality of the program.

- **Funding**. Funding is needed during all phases of a program, from the cost of identifying the students to evaluating the program. This is an important administrative component that should be developed from the beginning.
- **Program Coordinator**. Regardless of the size of the program, there must be a district-level staff member ultimately responsible for program development, implementation and funding. Without such a person, programs will falter.
- **In-service Training**. Training for the teaching staff should involve the teachers at the planning stage. This might be accomplished through a needs assessment survey or a faculty planning committee. Avoid creating a division between program personnel and regular staff. A program can only succeed with an attitude of helpfulness and support between staffs.
- **Staff and Facility Needs**. Districts with multiple schools often share a G/T specialist among buildings. Sometimes the teacher functions in an itinerant role and travels between the schools; other times a central location is established and the students are brought to it.
- **Community Resources**. Involvement with the community builds support, not just for the G/T Program, but the entire educational program. Community people can serve as mentors as well as resources for career education. A district may consider organizing a community resource catalog of persons, organizations, places and experiences.
- **District Program Guide**. Districts should consider producing a comprehensive district manual or program guide describing all programs and services for G/T students in grades K-12.
- **Acceleration Policy**. A district should develop policy concerning acceleration and continuity of services from grades K-12.
- **Assignment Policy**. District policy should include a statement about the classroom assignments of students participating in G/T Programs. A goal of G/T services is to provide more appropriate learning experiences, not just more work. Requiring that all classroom assignments be made up when a G/T student leaves the regular classroom to attend a G/T class, regardless of previous mastery, discourages many students from accepting the challenge of participating in G/T Programs.

- **Student Transfer Policy**. The G/T Programs vary both within the state and across the country; some programs offer an hour or two each week of random enrichment while "pullout" programs may remove the student from his or her regular classroom for the full day. To ensure the continuation or onset of appropriate services, students identified as G/T by one district, and who have transferred to a new district, should have their records reviewed by the new G/T Multidisciplinary Team (MDT).

- **Exits, Removals and Requests for Reviews**. In planning the identification process, the procedures for handling exits, removals and requests for review need to be outlined. Parents, students, administrators or teachers have the right to challenge the decision of the G/T Multidisciplinary Team (see Appendix C). The MDT will review the request if new evidence is presented.

- **Parent Rights**. Parents have rights that districts must honor. For example, districts must inform parents about the identification of their children and the programs and services available. The Family Educational Rights and Privacy Act (FERPA) mandates several parent rights: "It's important that school districts notify parents of their rights to inspect and review their child's educational records. Each educational agency/institution shall permit a parent or eligible student to inspect and review the educational records of the student."

- **Student Files, Documentation and Record Keeping**. Every student who is identified as G/T within the school district will have a confidential file documenting the need for services. The student's file should include the following materials:

  — Referral and consent for testing
  — Summary of test results
  — Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
  — Decision of the G/T MDT

  The confidential file should be kept by the district G/T facilitator or be placed in the student's school with the cumulative records. In either case, it is imperative that the confidential file be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. The Family Educational Rights and Privacy Act (FERPA) generally governs access to student records. Other teachers have access to G/T confidential files if they have a legitimate educational interest in the records. District personnel must determine who has a legitimate educational interest.

References:

Siegle, Del. (1990). *Educating the Gifted is a Community Affair*. Montana: Montana Assoc. of Gifted and Talented Education, Inc.

Starko, A.J. (1986). *It's About Time: Inservice Strategies for Curriculum Compacting*. Mansfield Center, CT: Creative Learning Press, Inc.

Taylor, Roger. *The Gifted and the Talented Manual*. Englewood, CO: Educational Consulting Associates, Inc.

Traits and Characteristics of Facilitators

A successful G/T Program often relies upon the facilitator's ability to meet diverse student needs and interests. This section describes desirable traits and characteristics for consideration when selecting a facilitator. "Traits and Characteristics of Facilitators" was taken from the *Indiana State Guide for the Identification of Gifted and Talented Students.*

- Possesses high intellectual abilities and views learning as a lifelong process
- Is a risk-taker and generally possesses a positive attitude
- Sees role as participant/facilitator in learning process rather than dispenser of knowledge
- Is comfortable with empowering students to make decisions about their learning
- Has successful experiences dealing with students of superior ability
- Exhibits high self-esteem and is not threatened by students who may be of higher intellectual ability
- Is comfortable with both why and what questions
- Possesses intellectual curiosity and a modeling of the joy of learning with interests in areas such as visual/performing arts, sciences, and cultural life of community and world
- Is sensitive to special needs, interests, potential and demonstrated abilities of students and can plan appropriate programs/activities for these students
- Expects high performance in both students and self and knows how to motivate self and students toward those goals
- Is proficient in use of latest technological equipment and related software/programs
- Understands characteristics of gifted/talented students with emphasis on differences in learning styles, interests and learning needs
- Interacts successfully with diverse groups of students involved in the learning process; effective counseling skills
- Able to develop and use evaluation instruments to assess student, self abilities and progress

- Demonstrates flexibility and a sense of humor
- Understands curriculum across disciplines and grade levels

G/T Endorsement

While specific traits and characteristics are necessary for G/T facilitators, a substantial knowledge base in G/T education is also important. During the 1997 state legislative session, a G/T endorsement was approved that requires teachers who provide "direct services" to G/T students to obtain the endorsement. (The standards and required courses are still being developed as this manual goes to print.)

Chapter 3

IDENTIFICATION

The focus of identification is not to label a student, but to recognize and respond to the educational needs of the G/T student by using a differentiated curriculum. Identification should also align with the district's defined talent areas and curriculum. The following chapter is divided into four sections:

- Guiding Principles
- Identification Considerations
- Phase One: Initial Screening
- Phase Two: Appropriate Placement

Guiding Principles

- Identification instruments and procedures must align with the district's defined talent areas, goals and program options.

- The identification of G/T students requires the use of formal and informal measures obtained from many sources in a wide variety of settings.

- The identification process should include procedures for identifying all of those who demonstrate, and all of those who have the potential to demonstrate, exceptional performance in one or more talent areas.

- The G/T students should be identified as early as possible in their educational careers.

- Participation in a G/T Program should be viewed as a process of intervention rather than a reward for doing well at school-like tasks.

- Identification is an ongoing process extending from grades K-12.

- Information about students is obtained from multiple sources, including teachers, counselors, peers, parents, community members, subject area experts and the students themselves.

Identification Considerations

Prior to the identification of G/T students, the school district should consider the following points:

- The G/T Multidisciplinary Team (MDT) will conduct all activities that determine which students need educational intervention provided by a combination of G/T Programs and services.
- All school districts should use a multicriteria-based process to determine the appropriate services for each student; no single formal/informal measurement or nomination can be a determining factor.
- Students may qualify for G/T Programs and services in more than one talent area.
- Nomination procedures and forms for assessment of G/T must be communicated with families.
- Various stakeholders need to be involved on a screening committee (MDT). The committee, consisting of a minimum of three individuals, may include the nominating teacher, the classroom teacher, the G/T facilitator, the school principal, the school psychologist, the special education administrator and the school counselor.

Phase One: Initial Screening

The purpose of screening is to develop a pool of students who may need further testing and qualify for special services. Screening should occur routinely and may be conducted by classroom teachers, G/T facilitators and other trained personnel. Districts may target one grade level or establish a more inclusive approach. Early screening is recommended. Group screening assessments do not require parental permission.

The following may be used as screening instruments:

- Group achievement tests (district determines percentile cutoff, e.g., 90 percent)
- Group intelligence tests (district determines percentile cutoff, e.g., 90 percent)
- Group cognitive tests, e.g., Ravens, Ross, etc. (district determines percentile cutoff)
- Referrals initiated by classroom teachers, administrators, parents, students and community members

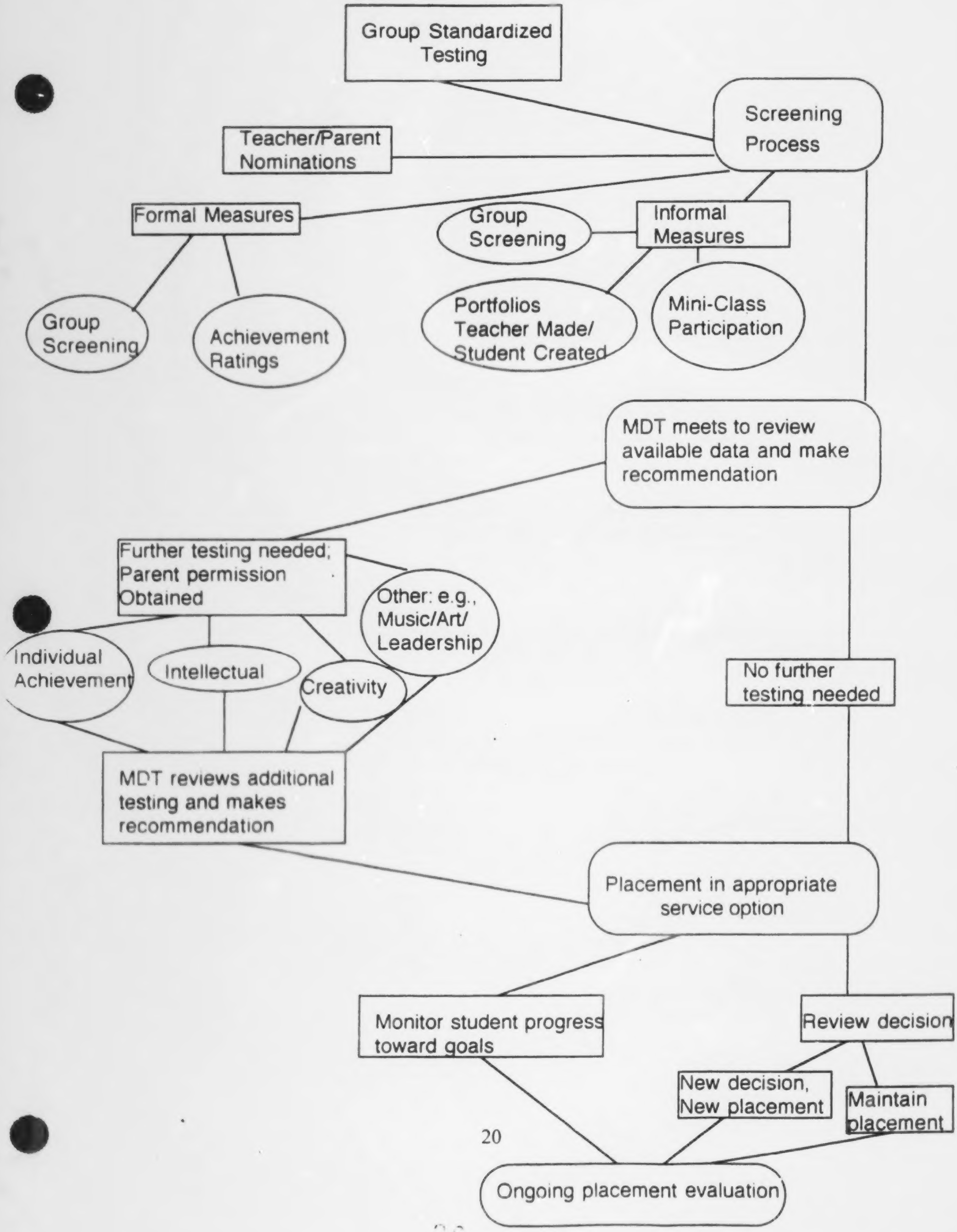
- Observations conducted by school personnel, parents or others, e.g., checklists
- Past performances in various content areas, e.g., grade point average
- Outstanding products and/or projects
- Cumulative records

Phase Two: Appropriate Placement

After the data from Phase One has been accumulated, the G/T Multidisciplinary Team (MDT) should meet for the following purposes:

1. Reviewing available data, such as
    - teacher and/or parent referral forms
    - formal measures (group standardized)
    - informal measures (past and present classroom performance ratings, anecdotal information, portfolio documenting the student's strengths)
    - group screening.
2. Recommending appropriate service option(s) and/or further testing to be completed. Keep in mind that
    - testing should include, and not be limited to, achievement, psychological and/or creativity tests, and
    - parental permission should be obtained for students who need individual testing.
3. Meeting with the parents to discuss their child's placement. If the parents are unable to attend the MDT placement meeting, they should be informed of the evaluation results and placement decisions.
4. Monitoring and reviewing the student's progress toward reaching goals. This meeting may be conducted annually.

IDENTIFICATION PROCESS


Group Standardized Testing
Screening Process
Teacher/Parent Nominations
Formal Measures
Group Screening
Informal Measures
Group Screening
Achievement Ratings
Portfolios Teacher Made/ Student Created
Mini-Class Participation
MDT meets to review available data and make recommendation
Further testing needed; Parent permission Obtained
Other: e.g., Music/Art/ Leadership
Individual Achievement
Intellectual
Creativity
No further testing needed
MDT reviews additional testing and makes recommendation
Placement in appropriate service option
Monitor student progress toward goals
Review decision
New decision, New placement
Maintain placement
Ongoing placement evaluation

Chapter 4

ASSESSMENT

Chapter four lists assessment instruments that may be administered for identification. It also lists the methods and instruments that may be administered in specific talent areas. The following chapter is divided into three sections:

- Types of Assessment Instruments
- How to Complete a Student Information Profile
- Identification in Specific Talent Areas

Types of Assessment Instruments

Members of the G/T Multidisciplinary Team (MDT) decide on the appropriate instruments to use to determine student eligibility for services. No *single* criteria will determine the student's qualifications to participate in the G/T Program Identification will involve administering a variety of assessments, which may include the following:

- Standardized tests, e.g., intelligence, aptitude, achievement
- Criterion-referenced tests
- Observations by trained teachers and other personnel
- Nominations by parents, peers and staff
- Student interviews
- Evaluation of students' participation in established programs, e.g., scouting, 4-H, Odyssey of the Mind
- Portfolios
- Extracurricular activities

Documentation Considerations

A district may choose to construct a matrix to weigh identification data (see Appendix B, page 82) or use a Raw Data Summary (Appendix B, page 86) to compile information. Final data, however, should be recorded on a Student Information Profile (See Appendix A, page 76).

How to Complete a Student Information Profile

The purpose of the Student Information Profile is to enable districts to identify student strengths and needs and to provide a consistent identification tool within the district. The profile can help to identify G/T underachievers by looking at discrepancies between intellectual ability and academic performance. The profile also communicates across the state the identification criteria used by districts to determine G/T services.

The Student Information Profile identifies student needs in three areas:

- Extreme need range
- Considerable need range
- No extra programming range

The profile will plot two forms of measures: formal and informal.

Formal Measures

The formal measure section will be based on percentages. Scores from nationally normed tests would be plotted within the ranges in the formal measures portion of the profile. Percentiles used should be determined at the local level. For instance, the extreme need range could be set at 95 percent to 99 percent; the considerable need range could be 75 percent to 95 percent; and the no extra programming range would be below the 75th percentile. (See Appendix A.)

Informal Measures/Products and Other Data

Data collected for the "informal measures" and "products and other data" portions of the profile can be plotted in the three range areas according to the district-established criteria. For example, the district could plot grades, teacher or parent behavioral rating scales, portfolios and other informal data. It is recommended that districts use at least two informal measures. (See Appendix A.)

After information/measures are plotted on the Student Information Profile, the G/T Multidisciplinary Team (MDT) convenes to determine if the student's profile meets the district criteria for G/T services. Four examples of the Student Information Profile are found on pages 78-81.

Identification in Specific Talent Areas

Not all screening instruments and methods are appropriate for every area of G/T ability. Once a general procedure for selecting students for G/T services has been determined, a committee may wish to focus on instruments and methods for locating students with superior abilities in specific areas. This is a vital step since it should ensure that the identification methods chosen help locate students with characteristics appropriate for the particular program.

The following methods and instruments are suggested examples and not an exhaustive list for identifying G/T students in the five talent areas. Examples of informal instruments may be found in Appendix C, beginning on page 87.

Specific Academic Talent

Students with superior academic talent usually achieve well in one or more curriculum areas. These students may be identified by using the following instruments and procedures:

- **Formal Tests**.
  - Group:
    - Iowa Test of Basic Skills (ITBS)
    - California Achievement Test
    - Kaufman Assessment Battery for Children (K-ABC)
  - Individual:
    - Woodcock Johnson Psycho-Educational Battery—Revised
- **Interest Inventory**. Identify strong interests in the academic area(s) included in the program.
- **Parent Recommendation**. Identify activities and interests that reflect ability, depth of knowledge and interest in the subjects included in the program.
- **Grade Point Average**. Locate high grade point average in specific areas.
- **Teacher Recommendation**. Ask for recommendations from teachers of subject areas or disciplines related to the program.
- **Checklists**. Rate or check characteristics that indicate a specific academic talent.

Intellectual Ability

Students with exceptional intellectual abilities often display some of the following aptitudes: understanding facts, concepts, generalizations and their relationships; identifying patterns; verbal and nonverbal reasoning; spatial perceptions; and developing and evaluating ideas. To locate these individuals, the following instruments and procedures would be helpful:

- **Formal Tests**.
  - Individual:
    - Stanford-Binet Intelligence Scale—Fourth Edition
    - Wechsler Intelligence Scale for Children (WISC-III)
    - Woodcock-Johnson Psycho-Educational Battery-Tests of Cognitive Ability
  - Group:
    - Otis-Lennon School Ability Test
    - Cognitive Abilities Test (CogAt)
    - **Screeners**: (See Phase One: Initial Screening, page 18.)
    - Ravens Progressive Matrices
    - Ross Test of Higher Cognitive Processes
    - Matrix Analogies Test (MAT)
    - Cornell Critical Thinking Tests
    - Test of Nonverbal Intelligence—Third Edition (TONI-3)
    - Slosson Intelligence Test (individual test)
    - Screening Assessment for Gifted Elementary Students (SAGES)
    - Kaufman Brief Intelligence Test (K-BIT)
    - Developing Cognitive Abilities Test

- **Student Interest Inventory**. Identify a wide variety of interests, some of which have been pursued in depth. Locate students who show a highly developed verbal sense of humor. Also identify the games they enjoy playing, such as chess and other strategy games.

- **Parent Nomination**. Identify items similar to those cited under interest inventory. Also search for hobbies and books read.

- **Peer Nomination**. Locate students who are sought out for answers to academic problems.

- **Teacher Recommendation**. Identify students who ask a variety of questions, who tend to ask probing questions, who have strong interests, who are critical of superficial answers and demonstrate spatial perception abilities.

- **Biographical Inventory**. Highlight those activities and interests that demonstrate variety and some depth and persistence. Also identify behaviors that reflect a curiosity about the total environment.

- **Checklists and questionnaires.** Rate or check characteristics that indicate intellectual ability.

Creative Thinking

Students with superior creative and productive thinking abilities enjoy exploring "What if . . ." questions, generating a wide variety of possible answers to real and hypothetical situations, and drawing relationships among seemingly unrelated ideas. These students may be identified by use of the following instruments and procedures:

- **Formal Tests.**
    Torrance Tests of Creative Thinking
    Structure of Intellect (SOI)—creativity section
    Williams Exercise in Divergent Thinking

- **Product Scoring Guide**. Using specific criteria, evaluate the degree that products are creative.

- **Checklists**. Rate or check characteristics that indicate creative thinking.

- **Self-Interest Inventory**. Identify creative interests, activities and products that the student pursues.

- **Parent Recommendation**. Identify diversity of interests, sense of humor, involvement in futures studies, e.g., science fiction, environmental progress, scientific advances.

- **Teacher Recommendation**. Focus on behaviors demonstrating abilities to draw associations among seemingly diverse ideas and to generate many ideas from a specific stimulus. Also look for students who raise "What if . . ." questions and who show an interest in implications of current trends for the future.

- **Biographical Inventory**. Highlight diversity of interests, variety of modes of expression other than print, e.g., film, tapes, verbal.

- **Student Products/Portfolio**. Identify both originality and quality.

- **Screening Instruments**, e.g., self-made tools, problem-solving activities.

Leadership

Students with superior leadership ability are usually those whom others respect and follow. They are also the individuals who are willing to take responsibility for a variety of tasks. The following instruments and procedures are suggested to identify these students:

- **Self-Interest Inventory**. Focus on areas that demonstrate a willingness to assume responsibility and a desire to complete tasks.

- **Biographical Inventory**. Identify activities that reflect group experiences and project work.

- **Peer Recommendations**. Identify those students whom other students seek out for leadership.

- **Teacher Recommendation**. Focus on students whom other students turn for help in completing projects, including nonacademic areas. These students may not be the ones teachers would necessarily select for the tasks. Also consider students who contribute productively to group efforts even when they are not leading the group.

- **Sociometric Tests**. Identify students who have influence over others in informal situations.

- **Checklists**. Rate or check characteristics that indicate leadership abilities.

Visual and Performing Arts

Students with superior abilities in the visual and performing arts usually pursue these interests through extracurricular school activities, community functions, and, especially, individually. Consequently, behaviors indicative of these G/T students may be found beyond the classroom. The following instruments and procedures are recommended to identify these students:

- **Formal Tests**.
    Selmer Test of Musical Ability
    Seashore Measures of Musical Ability

- **Self-Interest Inventory**. Identify pursuit of interests in visual or performing arts. These activities or hobbies may include photography, folk art, painting, drawing, music and dance.

- **Parent Recommendation**. Identify early interests and activities in visual and performing arts, including both attendance and participation.

- **Biographical Inventory**. Highlight activities and interests in the preceding areas.

- **Student Product/Portfolio**. Examine an individual work or performance, looking for quality and potential. Use experts in specific visual and performing arts areas.
- **Personal Interview**. Locate students who are willing to expend the necessary time and energy. Further, because some students are not aware of the variety of opportunities available to them, the interview should also involve a description of the kinds of activities they may pursue and should encourage questions about the program.
- **Expert Recommendation**. A statement from an expert in the field can be used to document a student's exceptional ability in the visual/performing arts.
- **Peer Recommendation**. Locate individuals who pursue activities in or related to visual or performing arts. The G/T students will often share their products with peers but not with adults. For example, look for those who draw caricatures, perform in popular bands, play instruments for friends, improvise impersonations.
- **Checklists**. Rate or check characteristics that indicate talent in the visual and performing arts.

Chapter 5
IDENTIFYING UNDERSERVED POPULATIONS

Students who are underachieving, disabled or belong to ethnic minority groups may be overlooked during the identification phase of a G/T Program. Often the lack of knowledge and sensitivity about certain groups hinders identification. The following chapter on underserved populations was adapted primarily from the *Indiana State Guide for the Identification of Gifted/Talented Students*. The chapter is divided into the following sections:

- General Comments
- Economically Disadvantaged Students
- Rural Students
- African-American Students
- Hispanic Students
- Native American Students
- Female Students
- Severely Physically Impaired Students
- Visually Impaired Students
- Hearing Impaired Students
- Learning Disabled Students
- Underachieving Students
- Highly Intellectual G/T Students
- The Young G/T Student
- Referral Characteristics for Young G/T Students
- Specific Identification Procedures for Different Underserved Populations

General Comments

The difficulty in identifying G/T students within special populations is well documented (Gallagher, 1985; Whitmore & Maker, 1985). The reason most often stated is that the formal tests, particularly intelligence tests, used to identify G/T students are inappropriate for use with ethnic minority and economically disadvantaged subpopulations of American society. The appropriateness of such tests has been challenged for the following reasons (Sattler, 1982):

- Standard intelligence tests have a strong white, Anglo-Saxon, middle-class bias.

- National norms are inappropriate for use with certain ethnic-minority-group students.

- Ethnic-minority students are at a disadvantage when taking tests because of

  - — deficiencies in reading skills and lack of practice in taking tests,
  - — failure to appreciate the achievement aspects of the test situation,
  - — limited exposure to the cultural background on which the test is based,
  - — differences in concepts of time.

- Rapport and communication problems may exist between white examiners and ethnic-minority students.

- Tests results induce negative expectancies in teachers.

Some general guidelines for identifying giftedness among special populations are listed on pages 52-55. The sections that follow discuss the characteristics and modifications needed to identify students from some specific underserved populations. These include, but may not be limited to, those who are economically disadvantaged, African-American, Hispanic, female, rural, disabled, underachieving, highly G/T or others. Possible identification procedures for students from each group are also listed on pages 52-55.

Districts should concentrate on better identification of those groups of students who are underserved by the G/T Program, relative to the proportion of that group in the total school population. For instance, if Hispanics or rural students form a major proportion of the total school population, but form a much smaller proportion of the students in the G/T Program, some attempts should be made to improve the identification procedures for them.

Economically Disadvantaged Students

The literature concerning "disadvantaged" G/T students suffers from a fundamental confusion in connecting economic disadvantage with culturally different categories of G/T students. This confusion often results in a tendency to identify economic disadvantage with certain ethnic or racial groups. The distinction between economic and cultural disadvantage is an important one. While many Idaho districts have few racial or ethnic minority students, poverty is a condition that can be identified in most schools. In those districts enrolling substantial numbers of students from racial and ethnic minorities, efforts to increase a racial representation may ignore the additional necessity of seeking out those who come from economically disadvantaged populations. On cultural lines the program participants may appear to be representative of the district, but in fact the G/T Program may remain an upper middle-class preserve.

Not all low-income students demonstrate the characteristics described below. In fact, many homes that could be classified as disadvantaged on purely economic terms provide excellent learning environments. However, poverty makes the creation of such an environment much more difficult, and a special effort should be made to examine students from disadvantaged backgrounds to identify the G/T students hidden in this population.

For the economically disadvantaged student, poverty forms three obstacles to achieving recognition in G/T Programs:

- First, poverty limits opportunity. For families desperately worried about achieving minimal subsistence, it is difficult to devote energy or resources to providing the enriching experiences that are a matter of course in middle-class homes. Consequently, exposure to these experiences tends to be limited for economically disadvantaged students.

- Second, poverty limits the self-expectations of students. For many families the condition of poverty has persisted for several generations. Students from such environments are unlikely to embrace goals and aspirations that are far removed from their everyday experiences. In addition, disadvantaged students often decline to enter G/T Programs, even when selected.

- Third, poverty also limits the expectations and estimations of others. Teachers and parents often do not believe that G/T students exist among the poor (Clark, 1983). Teachers may make hasty and summary judgments about ability based on the way students dress, speak or are groomed. Parents, too, may not believe that their sons or daughters could qualify for G/T Programs. Consequently, this group of parents may complete fewer parent nominations and checklists than other parents.

Because of limited educational opportunities, economically disadvantaged students may fail to master the linguistic and grammatical structure of the mainstream culture (Renzulli, 1973). Thus, students from economically deprived backgrounds are less likely than middle- or upper-class students to score highly on standardized instruments. For this reason it is important to modify the regular procedures while screening this population. Three different approaches have been suggested to accomplish this:

- A number of researchers have advocated the use of tests that are less verbal in their demand and less reliant on the cultural assumptions of many standardized instruments. The "culture-fair" or "culture-free" tests yield results that show less discrepancy in performance based on socioeconomic status. Some of the most notable examples include the Ravens Progressive Matrices, Cattell Culture-Fair Intelligence Series and Cartoon Conservation Scales. The difficulty with employing such measures is that they have a lower relationship to school performance than more traditional instruments.

- Another option lies in lowering the requirement for admission in certain geographical areas of the district. A similar option is to award "bonus points" for an economically disadvantaged candidate.

- Another possibility, advocated in the National Report on Identification (Richert, et al, 1982), involves the use of local norms and percentiles when interpreting standardized data. The procedure works well in many districts; however, in districts where substantial differences in economic status exist, this procedure by itself may be inadequate to seek and find disadvantaged G/T students.

Students from this population do show positive behavioral characteristics that can be observed by parents and teachers. These traits can form the foundation for a behavioral rating scale or checklist. Some traits of disadvantaged G/T students that help with their identification (Baldwin, 1983; Torrance, 1964) when formal testing fails are

- high mathematical abilities;
- alertness, curiosity;
- independence of action;
- initiative, eagerness to do new things;
- fluency in nonverbal communication;
- imagination in thinking;
- flexibility in approach to problems;
- learning quickly through experience;
- retaining and using ideas and information well.

In addition to teacher rating scales or checklists, creativity measures and product samples have been used successfully to identify students from this population. In selecting such procedures, it is essential that efforts be made to elicit nonverbal and verbal talents and to collect samples from a wide variety of sources. Samples of creative verbal production can be collected on audiotape or videotape to remove the negative effects of incorrect spelling and grammar on product ratings.

Parent awareness and community involvement can greatly increase the likelihood of finding G/T disadvantaged students. (Every effort should be made to ask economically disadvantaged parents about their children's current interests, abilities and performances.) The community can furnish useful information and product samples from out-of-school programs such as scouting, 4-H, YMCAs, Boys and Girls Clubs and other youth organizations.

Rural Students

Rural education is shaped by the sparsely settled nature of the countryside and the values and beliefs of its inhabitants. It is characterized by primacy of local control, smallness of schools, inadequacy of finances and the relatively poor economic status of many residents in the district, combined with their faith in free public education (Carmichael, 1982). The gap between rural and urban experiences, however, has been decreasing because of improved transportation, the availability of instant communication systems such as radio and television, and the consolidation of rural schools.

Despite the increased urbanization of many rural students, many rural students' high potentials are masked by behaviors that are not typically found among G/T students. According to Spicker, Southern and Davis (1987), rural students

- are less verbal in oral communication skills than most G/T students;
- have had limited experiences outside their own community;
- are relatively unaffected by the pressures of time.

These students may constitute 20 percent or more of the enrollments of a rural consolidated school corporation, and are most likely to come from the small feeder townships that are predominantly populated by longtime residents with traditional rural values.

To find G/T students among some rural populations might require special identification techniques. For example, when using an achievement test battery, educators should attend more to subtests that discriminate among G/T students, such as vocabulary, reading comprehension and math concepts. They should attend less to subtests that do not discriminate well, such as spelling, punctuation, language usage and work-study skills. These subtests tend to be academic areas in which disadvantaged rural students do most poorly. Other options include utilization of an untimed, nonverbal test of intelligence and/or measures of spatial relations and mechanical aptitudes.

In addition, informal measures may be particularly helpful in selecting students from rural populations. Parents can supply a wealth of information about children's interests and talents in such things as auto and tractor repair, special hobbies and collections, performing arts abilities, 4-H projects and other out-of-school activities. Peer and teacher rating scales, self-nominations, student products, portfolios, interviews, etc., can all provide additional information for a comprehensive assessment of each student's needs and abilities. Product samples should be evaluated on the basis of content rather than grammatical form. Finally, in-service training sessions may be used to sensitize teachers to possible biases they may have against students who speak nonstandard English.

One of the advantages of small, rural schools is the close relationship between members of the community. Counselors frequently know a good deal about the family situations of most students in the school. Such a person can be a great asset on the selection and review committees, because he or she can provide background information about students that may not be available otherwise. Committee members can then consider this information when making placement decisions.

African-American Students

The effects of race on identification of African-American students can be divided into several different factors. First, racial differences can create effects that screen students from initial nomination pools. Many educators hold racial stereotypes that do not recognize the likelihood of high ability appearing in this group. Hence, expectations of performance are lowered and the teacher simply overlooks evidence that the student is quite capable. Moreover, the diminished expectation may lead to diminished performance by the student.

These effects can be compounded by a misinterpretation of the behaviors of African-American students in the classroom. For many African-American students, the kinds of behaviors reinforced in the home, at church or in interactions with peers are looked on with disfavor in school settings. Verbal creativity and humor, active participation and spontaneous interaction may be interpreted as disruptive and disrespectful by many classroom teachers. In addition, the behavior may compound some teachers' anxieties that African-American students will be overly troublesome or unruly.

African-American students have different characteristics than white students. Gay (1978) has suggested that G/T African-American students

- may feel alienated by school at an early age;
- seek structure and organization in required tasks;
- may be difficult to motivate in some abstract activities;
- may have a large vocabulary inappropriate for the school setting;
- may have been conditioned to suppress questions;
- make up games and activities;
- may demonstrate strong concentration due to persistent noise in the home environment;
- may express displeasure at having to stop an activity;
- have a pronounced need for low amounts of supervision;
- may neglect school work due to other responsibilities and interests;
- may not meet expected achievement levels.

African-American students may have different cognitive strengths and weaknesses than whites. Some evidence exists that African-American students are best able to solve problems with visual and auditory content, have strong memories and are adept at convergent production. Weaknesses include vocabulary and divergent verbal production (Bruch, 1971). Because of the verbal nature of standardized and classroom tests, it is not surprising that African-Americans score less well on group IQ and achievement tests than whites. In fact, the main obstacle to the identification of G/T African-American students is the traditionally heavy reliance upon formal group instruments seen in many G/T Programs.

To counteract the negative effects of race on formal test scores, researchers have renormed some tests for specific populations. The Stanford-Binet Intelligence Scale and the Structure of Intellect Tests are among this group (Bruch, 1971; Meeker, 1978). Although it does not use separate norms for African-Americans, the SOMPA procedure (Mercer & Lewis, 1978) awards "bonus points" to WISC-R scores as a way to balance the effects of race on test scores. Some educators, however, have questioned whether the number of bonus points awarded is arbitrary. Many experts in G/T education (e.g., Richert, 1982, 1987) also recommend the use of local norms, in addition to national norms, for standardized instruments. This procedure is suggested when the local population contains a high proportion of minority students.

Another approach is the use of nonverbal tests or other instruments that are relatively "culture free" or "culture fair." The Performance scale of the WISC-R is one instrument used to measure nonverbal intelligence. The Cattell Culture Fair Intelligence Series, Ravens Progressive Matrices and Advanced Progressive Matrices, Cartoon Conservation Scales and Stallings Environmentally Based Screen are other measures that are assumed to be relatively culture fair. The disadvantage of this group of tests is that they may not predict school success as well as do traditional intelligence and achievement tests. Finally, creativity measures, such as the figural tests of the Torrance Tests of Creative Thinking, have been used successfully to assess the nonverbal, creative abilities of African-American students.

Almost all experts in the identification of G/T students agree that informal measures should be included in the battery of instruments used to identify G/T minority students. Some of the most popular methods are the use of nominations, rating scales and checklists. Teacher input is particularly valuable if the teachers have been inserviced on the needs and characteristics of African-American students. Peer nominations may be helpful in the identification of leadership skills and creativity. Parents also can provide information on the abilities of their children, who may deliberately mask their performance in school to be accepted by their peer group.

Another option is the use of a quota system. Although this procedure does result in minority representation in the program, its use is not recommended. Some students selected through this procedure may have difficulty succeeding in a G/T Program, which generally is designed for the majority population, unless teacher expectation and the level of classroom activities are lowered. In addition, it may be difficult to justify to angry parents why some students who were included in the program have lower scores than others who were not included. The Bakke reverse discrimination case, heard by the Supreme Court in 1978, illustrates some of the difficulties that may follow such a policy (Mitchell, 1982). Rather than using a quota system, educators should strive for (but should not force) identification and placement of a representative proportion of the minority population in the G/T Program (i.e., the same percentage of nominated and selected students as in the entire school system).

Hispanic Students

The term "Hispanic" is used to describe people with origins in Puerto Rico, Mexico, Cuba, Latin America or Spain. Given the diversity of backgrounds implied by the term, educators are well advised to recognize that there exists no single, distinct model of the Hispanic family. Nevertheless, some general traits that help to identify G/T Hispanic students are listed below (Bernal, 1979; Meeker & Meeker, 1972):

- rapid acquisition of English;
- exhibition of leadership in unobtrusive manner;
- demonstration of "street-wise" behaviors;
- acceptance of responsibilities usually reserved for older students;
- knowledge of how to "make it" in an Anglo world;
- possession of strong figural abilities and memories.

Bernal (1974) identified nine differences between G/T and non-G/T Hispanic students, which could be used to form a behavioral rating scale or checklist. The G/T Hispanic students are more likely than non-G/T Hispanic students to

- be sought after by other students;
- understand and remember detailed instructions when they are given the first time;
- accept what parents tell them without question or without talking back when being corrected for doing something wrong;
- show self-discipline by not eating a snack right before a meal;
- make very high grades in school;
- take care of personal belongings, e.g., returning toys to their proper place when play is finished;
- use a large vocabulary for their age;
- learn things more quickly than other students do;
- speak correctly with good grammar for their age.

Historically, Hispanic students have demonstrated a lower rate of achievement than their Anglo-American counterparts on English standardized reading tests. Language barriers, prejudices of Anglos and other factors have contributed to the poor academic and standardized test performance of Hispanic students. For the G/T Hispanic student, it has meant virtual exclusion from mainstream programs.

When Spanish-speaking students encounter written language (i.e., standard written English) in their school experience, they find that the syntax is different from the language they are accustomed to hearing. Further, written language does not contain the contextual clues that speech does, as speakers stress patterns, facial expressions or physical referents for the vocabulary. DeBernard (1985) suggested that when G/T bilingual students lack prior experience to help them understand what they have read, they misinterpret textual material and perpetuate comprehension errors. Thus, as long as English reading test scores continue to be used as a major criterion for entrance into G/T Programs, the cost for many of the brightest bilingual students will be exclusion from these programs.

To make their tests more appropriate for Hispanic students, some formal test publishers have translated their achievement and intelligence tests into Spanish. Some of the translated tests include the Comprehensive Test of Basic Skills, La Prueba, Group Inventory for Finding Creative Talent and WISC-R. Another option is SOMPA (Mercer & Lewis, 1978), which "bonus points" to WISC-R or WPPSI scores for Hispanic students. Other tests recommended in the National Report on Identification (Richert, et al, 1982) include the Cattell Culture Fair Intelligence Series, Ravens Progressive Matrices, Cartoon Conservation Scales and Stallings Environmentally Based Screen. It is wise to use local as well as national norms when interpreting these tests.

The poor performance of bilingual Hispanic students on formal tests makes it imperative that informal measures also be used to identify G/T students from this population. Parent and teacher rating scales may be especially helpful. Parents should be given questionnaires in their native language to avoid misunderstandings. Parent and teacher checklists and rating scales may be adapted, including questions related to the aforementioned characteristics. As with all underserved populations, it is important to provide in-service training to teachers regarding the traits of Hispanic students.

In addition to rating scales and checklists, other types of informal measures may be helpful. Peer nominations, product samples, auditions, interviews, biographical information and student grades all may be useful in identifying G/T Hispanic students. These measures provide qualitative information to provide a more comprehensive "picture" of the student than is possible with formal test scores alone.

Adapted from the *Indiana State Guide for the Identification of Gifted/Talented Students.*

Native American Students

One of the first considerations when identifying G/T Native American students is the use of assessments that go beyond a narrow concept of talent. A broadened concept of talent will allow Multidisciplinary Teams to identify talents that reflect the culture of the Native American population, and will allow for multiple manifestations of talent. Some examples of talent include musical intelligences (Gardner, 1985) or artistic talents as exhibited within the tribal traditions. Of course, this should not be interpreted to mean that talents in the academic fields do not exist or should not be recognized and nurtured in Native American students. The important focus is on identifying all relevant and important areas of ability.

A G/T Program should use reliable and valid instruments for assessing the construct of talent underlying the definition. Those who create the identification systems must examine instruments carefully to ensure reliability of the instrument within the target population (Native American) and validity for assessing the trait under consideration. That is to say, there should be evidence that instruments yield scores that are consistent when used in assessing Native American students, not just students in general. The assessment tools should be valid indicators of potential abilities within the population assessed. For example, a verbal test of any ability will not provide valid indicators for students who are not fluent in the language of the test being administered.

Standardized tests, used carefully and cautiously, can yield helpful data in the process of assessing the potential of Native American students, but should not be used exclusively to select students for G/T Programs. Sattler (1992) reports that achievement tests appear to be more culture-bound than intelligence tests, but advises that the cognitive ability of Native American students should seldom be estimated by using only verbal measures. Brescia and Fortune (1988) concluded that there are more factors influencing poor test performances by Native Americans than test bias based on cultural experience. Poverty, broken homes, low parental education and health and nutritional issues play interconnecting roles.

Rating scales may violate the premise that different instruments should be used to assess different aspects of G/T and, instead, mix items that would assess artistic talents with those that assess academic and leadership traits. A rating scale or checklist should separate behaviors that are indicative of independent aspects of talent, and the data should be used as it is valid for the talent being considered. Effective use of rating scales requires further study by the users.

Portfolios and performance rating scales should be selected carefully, just as any other tool, when assessing Native American students. The potential for cultural bias in both the rating scale and the rater is always present. The criteria that are selected as reflecting the particular talent—whether verbal/linguistic, musical ability, or any other talent from any other domain—must be expressed in ways that reduce the potential of bias for or against any particular culture.

Another identification instrument is the case study. Case studies require the collection of many types of data from as many sources as feasible and appropriate. The school and the family, the community and the tribe provide information about the behaviors that are indicative of potential ability. These behaviors may be assessed through tests, rating scales or checklists (of behaviors, products, or performances), anecdotal records or testimony. Professionals can then determine whether the talent of the student warrants an educational program especially adapted to the displayed or potential talent.

Case studies are not only preferable, but absolutely necessary for assessing young Native American students. Early identification is critical, for early intervention and enhancements are likely to be the keys to later success. Therefore, the observations of teachers and the use of performances and portfolio data are critical. Head Start teachers and primary teachers should be given specific training in the early identification of talent potential.

As with other populations, Native American students should be identified and placed based on need and ability rather than on numbers that can be served by a program. It is important to be aware of behaviors that may indicate G/T abilities in Native American students. Memory, problem solving, analysis and unusual perception, and verbal ability are some examples. Other indicators of G/T abilities may include special abilities in speech and song; abilities to acquire and know when to apply knowledge; ability to create with hands; and the ability to empathize and give to others.

Adapted from *Identifying Outstanding Talent in American Indian and Alaska Native Students*. (1994). Washington D.C.: U.S. Department of Education, Office of Educational Research and Improvement.

Female Students

In global reports of G/T Program participation, girls achieve equal or greater status than boys in their representation. The G/T females, however, are far less likely to be involved in G/T Programs at secondary levels in general, and in mathematics and science programs in particular, than are their male counterparts.

Although girls in high school earn high grades and teacher ratings in math and science courses, they are often perceived by teachers, peers and themselves as deficient in these content areas. Consequently, the achievement of females in math- and science-related careers is significantly lower than that of males. Few females enter these fields, and fewer still who achieve fame or economic recognition equal to their male counterparts. This is due, to some extent, to the negative stereotypic attitudes and expectations that parents, teachers, counselors and the students themselves have about the aptitude of females in mathematics and the sciences. Because of the pervasiveness of the problem, special attention should be given to this concern when attempting to identify females, particularly at the secondary levels in mathematics and science.

In general, the behavioral characteristics of G/T girls are no different from those of G/T boys. Similar behaviors exhibited by the two sexes, however, may be perceived differently by parents and teachers (Torrance, 1959). This probably reflects the stereotypic behavioral differences associated with each sex. Females are not expected to excel in the areas traditionally associated with male dominance.

Adolescence increases the pressure on G/T females to conform to those stereotypes. It may not be considered "feminine" to excel in mathematics or science. Intellectual competition with males in any area may be viewed as less and less desirable by females as they get older. The awareness of, and pressures from, sex-role stereotypes can increase the likelihood of disguising talent deliberately by the time girls enter the later intermediate grades. Such masking further inhibits the identification of G/T females in general, and those with specific aptitudes in math or science in particular.

To address these problems, several steps can be taken. Teachers, counselors and parents should be made aware of the stereotypes that deter females from participation in technical, scientific and mathematical disciplines. In addition, women who have selected nontraditional careers may be included on screening and selection committees. Females who have overcome the barriers of stereotypic career expectations may be less likely to be influenced by them in making placement decisions.

Another option is to include reports from aptitude and achievement tests taken during previous grade levels. Earlier test scores may help to discover a pattern of descending achievement, particularly in math and science, that might signal the masking behaviors seen in secondary grades. Finally, efforts should be made to counsel G/T females and their parents regarding career choices and the dangers of opting out of academically demanding tracks.

Severely Physically Impaired Students

A student with a disability is one who differs from the average student in sensory abilities, communication skills or physical characteristics to such an extent that the student requires a modification of school practices, or special educational services, to develop to maximum capacity (Kirk & Gallagher, 1986). Specific disabilities may include cerebral palsy, multiple sclerosis, polio, spinal cord injuries, orthopedic disabilities, etc. The disabled population is often characterized by the impairment or lack of those very abilities that distinguish G/T students. It is, therefore, quite understandable that few disabled students are referred to G/T Programs.

The ability to see or hear test instructions or to respond verbally or manually to them is a major problem for many disabled people. The behaviors associated with specific disabilities are major obstacles in identifying G/T disabled students. Nevertheless, it is important that such students are identified and provided with an education appropriate to their cognitive needs and abilities. One only needs to reflect upon the tragic case of John Merrick (the "Elephant Man"), or the triumphs of Itzhak Perlman and Helen Keller, to see the importance of appropriate educational opportunities for the disabled.

The largest obstacle to identification occurs with students who have difficulty with speech and language, because traditional verbal instruments may be inappropriate for assessing their abilities. Some individualized intelligence tests (e.g., the Peabody Picture Vocabulary Test, Ravens Progressive Matrices, WISC-R and Stanford-Binet) may be adapted for use with disabled students. Achievement tests and other multiple-choice tests sometimes may be adapted for students who can point to the correct alternative from a list. Some nonverbal tests may be adapted, although many are timed or require hand usage for manipulation of objects. In almost all cases, disabled students must be assessed individually by a trained psychological examiner. Test scores should not be compared with the published national norms, which are standardized on nondisabled populations. Instead, students' performances should be compared with those of others with similar disabilities.

In addition to testing on traditional formal instruments, informal measures may be helpful for identification of G/T disabled students. Some rating scales or checklists, such as the Renzulli Scales or Torrance's Checklist of Creative Positives, may be adapted for use with parents or teachers of disabled students. Assessment of student products, interviews, nomination procedures, biographical information and student grades can provide additional evidence of student abilities. Parents, peers and the students themselves can provide a wealth of information about out-of-school behavior. Finally, disabled students may be placed provisionally in a G/T Program, or be involved in activities that will foster the development of higher-level thinking abilities. Their performance and progress can then be evaluated by a trained teacher.

Visually Impaired Students

The visually impaired constitute a very small proportion of exceptional students. Blind people are likely to be isolated socially from the mainstream of society because they lack mobility and the public tends to avoid social interaction with them. This limited direct contact with blind people perpetuates the many stereotypes associated with them. Chief among these is the belief that the blind are helpless, dependent on others for their survival, incapable of earning a living, and, therefore, in need of charity. Although blind students perform as well as sighted students on the verbal portion of some standardized tests, they often have fragmented or distorted understanding of simple concepts.

The most obvious way to accommodate the visually impaired is to use instruments that do not require visual input (i.e., tests with verbally administered, nonmanipulative items). The verbal scale of the WISC-R is the most widely used test to measure the intellectual abilities of the visually impaired. Because blind students have not been exposed to acculturation experiences comparable to those of sighted students, it is likely that the test scores of blind students are an underestimate of their intellectual potential. In addition, the WISC-R does not have norms for the blind.

Several achievement tests exist that have been specially adapted for the visually impaired with Braille and large print forms. These include the Stanford-Binet Achievement Test, the Iowa Tests of Basic Skills and the Scholastic Aptitude Test. Another option is the Blind Learning Aptitude Test, which involves cutaneous-kinesthetic exploration to solve problems. Modified tests of verbal creativity can provide evidence of divergent thinking abilities. The American Printing House for the Blind may be contacted regarding the availability of other test adaptations. It should be noted that reading Braille requires twice as much time as reading print. Therefore, no time limits should be placed on visually impaired test takers.

Teachers, parents and the students themselves can provide the most valid and reliable information about the intellectual abilities of visually impaired students (Whitmore & Maker, 1985). Teachers who have had experience with the visually impaired are best able to compare an individual's learning disability with that of similarly disabled students. Interviews, checklists and rating scales are useful ways to collect this information. Other informal measures, such as student products, biographical information, grades and so on, also can be used to obtain a comprehensive assessment of a student's needs and abilities.

Hearing Impaired Students

Hearing impaired students present special problems to educators because a hearing loss interferes with the reception and production of language. The degree of hearing loss is one factor that affects the school success of hearing impaired students. An equally important factor is the timing onset of the loss. The most serious educational problems are associated with cases in which the hearing loss occurred prior to the spontaneous acquisition of speech and language. This inability to hear and express oral language is a major barrier to the development of concepts and to the academic achievement of hearing impaired students.

As a group, deaf students read three to eight years below the level of hearing students, of those more than 16 years of age, 60 percent read below grade level and 30 percent are functionally illiterate (Williams & Vernon, 1970). Deaf students who are achieving at or near grade level (relative to hearing students) are good candidates for identification for G/T Programs.

The learning problems of the deaf are associated with their language difficulties rather than with their cognitive functioning. Many deaf students overcome their language difficulties by becoming proficient at producing and understanding American Sign Language. Despite this, deaf students may suffer a disadvantage on verbal tests and tasks. For this reason, nonverbal tests are commonly used to assess the cognitive abilities of hearing impaired students.

The performance scale of the WISC-R is the instrument most frequently used with the hearing impaired. Because the test has no pantomime instructions, and because the test has timed elements, which are difficult to convey to a deaf person, the score is a rough estimate of the subject's ability. The Leiter International Performance Scale was developed exclusively for measuring the intelligence of deaf students. The Ravens Progressive Matrices and Advanced Progressive Matrices also have been used successfully. Another option is to use tests with visual analogies and other tasks that measure visual learning. Finally, creativity tests (such as the Torrance Tests of Creative Thinking) may be useful with this population. The major criticism of all of these instruments is that they measure a narrow range of abilities. The WISC-R and the Ravens also do not have norms for the hearing impaired.

Informal measures and observations are likely to provide some of the best indications of giftedness in this population. Teacher and parent information regarding reading, oral and written communication skills and creativity of students can be obtained. Student products, interviews, biographical data and grades can provide additional information. The creative coping skills used by the deaf to overcome their disabilities may also be useful indicators of their G/T abilities. (For more information, contact the Idaho School for the Deaf and Blind.)

Learning Disabled Students

According to the definition that has been used over the last few years, a learning disability is a significant discrepancy between performance (usually measured by an achievement test) and potential (as measured by an individual IQ test). Many educators consider a "significant discrepancy" to be a difference of at least one standard deviation between potential and performance in any subject area. The federal definition in the Individuals with Disabilities Education Act (IDEA) requires that the discrepancy not be primarily attributable to other disabling conditions such as a sensory impairment, motor disability, mental retardation, emotional disturbance or environmental disadvantage. If such a discrepancy is suspected by the classroom teacher, the student is referred for assessment.

There are many obstacles to the identification of G/T learning disabled students. The first barrier to identifying G/T learning disabled students is that many of them are able to maintain achievement at or near grade level. The G/T learning disabled students may be particularly difficult to identify because their disabilities often mask their abilities. Conversely, they may have developed certain abilities to an exceptionally high degree in order to disguise or cover up their disabilities. Consequently, both the G/T and the disabilities of such students may go unrecognized.

Another barrier to the identification of G/T learning disabled students is the inadequacy of group measures for screening this population. Group tests can seriously under predict the actual abilities of many G/T students, and for those who are also learning disabled, the inaccuracy and under prediction is compounded. Group tests require a high proficiency in silent reading, freedom from distractions, long attention span and hand-eye coordination. These skills are often difficult for many learning disabled students (Mercer, 1973). Students who are suspected of having learning disabilities should be given individual measures to assess their potential and performance. The most commonly used measure of potential is the WISC-R: Significant differences in subtlest scores may indicate the presence of a specific learning disability, e.g., a high performance score and a low verbal score.

Another problem occurs because teachers often are unable to view learning disabled students as possibly being G/T. The performance of G/T learning disabled students may be inconsistent with common views of what G/T students should be able to do. Some of the areas in which deficiencies may be displayed are

- oral reading;
- writing—difficulty in transferring thoughts into written format, poor handwriting;
- listening—weak auditory discrimination skills, inability or unwillingness to follow directions;
- task commitment—easily distracted, generally uncommitted to educational tasks;
- hyperactivity or under-activity;

- social skills;
- problem solving—inflexible strategies;
- motivation.

Finally, consistent failure or inferior performance may cause students to withdraw from active school participation. Examples of withdrawal behaviors include minimal communication with peers or teachers, daydreaming, working alone, lack of involvement in class activities and unwillingness to engage in self-defense (Whitmore & Maker, 1985).

Given these difficulties, how can G/T learning disabled students be identified adequately? Some of the methods employed in good general identification practices will assist in identifying G/T learning disabled students for referral to G/T and learning disability assessments. Some options to increase the likelihood of discovering these students include:

- sensitizing teachers to look for behaviors associated with learning disabilities by providing lists of behaviors that have been associated with G/T learning disabled students, such as the following (Whitmore, 1986):
  - superiority in comprehension and retention of concepts, learning quickly and easily when interested,
  - vitality of imagination, creativity especially in the arts,
  - large repertoire of "facts," knowledge independently acquired, usually through experience outside school,
  - superior oral expression, advanced vocabulary and concepts,
  - acute sensitivity, perception at a level beyond his or her years,
  - perfectionism, severe self-criticism,
  - wide range of interests outside school, or profound interest in a single area, and
  - initiative in pursuing self-selected subjects for fun at home or school;
- soliciting detailed information from parents concerning medical history, temperament, hobbies and interests;
- examining the level and type of compensating strategies, as evidence of advanced problem-solving ability. Examples include:
  - highly developed aural memory,

  - attempts to redefine problems in terms of areas of strength,
  - manipulation of the environment, teachers and other students to avoid confronting weaknesses;

- providing alternate product outcomes to allow students to express strengths such as superior spatial ability, mechanical aptitude or verbal creativity in oral productions and then evaluating these products for evidence of superior ability;

- using teacher observations in the classroom. Teachers should look for student strengths as well as weaknesses. Performance in preferred free-time activities may provide helpful clues about potential abilities;

- allowing G/T learning disabled students to qualify for screening by showing either high potential or high performance, using a wide variety of formal and informal measures for screening;

- soliciting peer and self-nominations;

- using creativity measures or tests of nonverbal reasoning.

Underachieving Students

Although many educational practitioners believe that there is a difference between learning disabled and underachieving students, most researchers do not make this distinction. In fact, the terms "underachieving" and "learning disabled" have become almost synonymous to many researchers (Booboo, et al, 1989). Those researchers who do distinguish between the two (e.g., Whitmore, 1980) tend to see learning disability, as well as physical and emotional Disabilities, as a cause of underachievement.

Many educational practitioners, however, conceptualize underachievement separately from learning disability. Some practitioners conceive of the difference as a matter of degree: underachieving students are those whose performance deficit is not great enough to label them as learning disabled. Other practitioners believe that the difference between the two groups is motivational: Learning disabled students do not achieve because they cannot; underachieving students do not achieve because they will not. In any case, all persons involved agree that both learning disabled and underachieving G/T students must be identified as early as possible to assist them in mastering the basic skills (e.g., reading, addition, etc.) necessary for later learning.

Because underachievement frequently is conceptualized in a similar manner to learning disability, the techniques for identifying G/T students with either problem are basically the same. That is, the student's potential, as demonstrated on an individual IQ test, is compared with his or her actual performance on an achievement test or in the regular classroom. Other, more informal methods are also available, as previously described in the section on learning disabled students.

A few informal measures have been developed specifically to help identify underachievers. Rimm has developed the Achievement Identification Measure (AIM), a parent interview form, and the Group Achievement Identification Measure (GAIM), a self-report inventory for students. In addition, the Group Inventory for Finding Creative Talent (GIFT) has been reported to be useful in identifying creative talents in underachieving students. Finally, Whitmore (1980) has published a teacher checklist and a teacher rating scale to help identify G/T underachievers.

Highly Intellectual G/T Students

Dr. Joyce Van Tassel-Baska (1981) defined the highly intellectual G/T students as having IQs of 142 or more, manifesting 90 percent to 100 percent of the G/T characteristics, or functioning at more than three and one-half grade levels above their age group. Students with abilities in this high range need even more educational intervention than do other G/T students. Administrators, teachers and parents need to determine a student's ability level and then take appropriate action to create an individualized plan for that particular student.

As would be expected, the number of highly G/T students is small. Feldman (1987) suggests that in a school of 500 there would be two or three students who score at or above 140 IQ. Webb, Meckstroth and Tolan (1982) offer the following ratios of highly G/T individuals to the general population:

- one out of 260 people may have an IQ of 140 or above;
- one out of 2,330 people may have an IQ of 150 or above;
- one out of 31,560 people may have an IQ of 160 or above;
- one out of 652,600 people may have an IQ of 170 or above;
- one out of 2,000,000 people may have an IQ of 180 or above.

The best single instrument to identify the highly G/T student is the Stanford-Binet Intelligence Scale, Form L-M. Note that this is not the most recent version of the Stanford-Binet. The most recent version has a low ceiling and therefore is inadequate for discriminating among students of extremely high ability.

Because of the lack of individualized testing in many schools, parents frequently have their students tested on their own initiative. Schools, however, may be uninterested in the results of testing performed elsewhere, being uncertain of the procedures used or of interpreting the results.

Establishing a procedure for using external testing is crucial if the school wishes to identify and serve highly G/T students but cannot afford to provide multiple administrations of the Stanford-Binet L-M.

Another option for assessing the abilities of highly G/T students is the use of off-level achievement tests. Unfortunately, most achievement tests do not provide off-level norms, so interpretation of scores is difficult. Nevertheless, off-level tests may provide useful information. One instrument that does have off-level norms is the Scholastic Aptitude Test (SAT). Normally taken by high school juniors, the SAT is administered each year to high-achieving middle school students as part of the Rocky Mountain Talent Search. The scores from this off-level assessment can indicate exceptional ability. For instance, a combined score of 1100 would be roughly equivalent to that of the top ten percent of college-bound high school seniors, and would be a clear demonstration of exceptional ability. Comparable subscores would be 630 on the math portion or 580 on the verbal portion of the test.

The highly G/T student in the fine arts can probably best be identified by expert practitioners in the field. These evaluators can assess the talents of individual students through the use of portfolios or performances. Another method of initial screening is the demonstration by the student of atypical behaviors or achievements. Many highly G/T students teach themselves to read at very early ages, make notable progress in academic subjects without instruction or become highly proficient on a musical instrument. If a parent has maintained a written or visual record of such developments, schools should review them to add to the depth and breadth of information available about the student. Confirmation by other adults, such as teachers in school or day-care facilities, is helpful, as are reports from art and music instructors.

Finally, G/T teachers can identify students whose abilities exceed those of other G/T students. Observations made by G/T teachers or the identification team can provide useful information. Students and their parents can be interviewed regarding extracurricular activities and abilities. These informal measures can provide data that will be useful in determining services for individual highly G/T students.

Adapted from the *Indiana State Guide for the Identification of Gifted and Talented Students.*

The Young G/T Student (Grades K-2)

Characteristics

Characteristics of G/T abilities in young students relates primarily to their rapid rate of development in one or more areas. As a rule, young students with an ability or abilities ahead of their age peers by at least one-fourth to one-half their age may be considered as having G/T abilities in one or more areas (Robinson, 1993).

Precocious reasoning clearly characterizes young G/T students. They learn more quickly, remember with less effort, reason with advanced skills, generalize (make connections) more readily and are better observers of their own thinking than other students of their chronological age (Spitz, 1985).

Young G/T students are characterized by impressive long-term and short-term memory; long attention span; early emerging and extensive vocabulary; a high degree of imagination; insatiable curiosity; preference for older playmates; and thinking about abstract concepts. Straightforward, specific knowledge (e.g., about the alphabet or body parts) is not by itself a signal of G/T abilities (Louis & Lewis, 1992).

In very young students, G/T abilities are important to recognize because, to persist, these abilities need nurturing and because G/T students are at risk for boredom, frustration and depression if their needs for challenge are unmet. It is important to achieve an optimal match among the environments of G/T students, their readiness and their pace of development (Robinson, 1993).

Identification

When identifying young students for early childhood programming, many things need to be addressed. Teacher checklists, parent observations, and formal testing are all helpful in identifying G/T students. Tests for cognitive ability should never be used exclusively to determine the potential abilities of young students.

Any identification system once established, needs to look at what a student can do; one should not be discouraged by what the student cannot, or will not do. Even the most comprehensive battery of tests, may not produce a good estimate of a young student's capabilities (Robinson, Roedell, & Jackson, 1979).

Many pitfalls accompany the assessment of young students. Test scores tend to be unstable even in the short run, affected by hunger, fatigue, minor illness, anxiety, crankiness and "acting their age" (Kanevsky, 1992). Testing should be approached very conservatively.

Teacher observation over a period of time is an important source of information indicating where a student is going—not where he or she has been. Observation is a developmentally appropriate source of information for identifying G/T students (Karnes, 1983; Roedell, Jackson, & Robinson, 1980). A developmental instrument such as the Kingore Observation Inventory (KOI), which structures observation or specific behaviors that G/T students typically exhibit in learning environments, is good for use in kindergarten through third grade.

Parent questionnaires, in which a parent responds to questions about his or her child's current interests and accomplishments, have provided a moderately good prediction of how well the student will perform during a testing session. Parents have a chance to observe their child's behavior under a wide variety of conditions and can give a good indication of the student's best possible performance.

Identification of young students must include opportunities for students who have extremely advanced abilities to display these skills. Unless presented with challenging material, an extremely bright student may perform like an average student. The identification process must also allow for inconsistencies that characterize the performance of young students. Unevenness in skill level can be particularly difficult for young students who must cope either with being more advanced in intellectual ability than many of their same-age peers, or with being the youngest in a group of older students who are their intellectual peers.

Students develop at different rates and not all students are ready or need a G/T Program at an early age. Several factors may contribute to this: students who are late bloomers, who are being taught to read or compute at an early age, and/or who have a home environment that fosters enrichment. For this reason, students should continually be observed for later involvement in programming.

Programming

Early intervention can serve two general purposes: to provide guidance and a planning aid to parents (to confirm if their own estimates of their child's unusual abilities are accurate) and to provide a supportive educational environment for students.

The main goal for early programming should be to provide a challenging/differentiated approach to the curriculum. Students need to be encouraged to become creative producers. The focus should be on enrichment and activity-based experiences. Materials used should provide higher levels of student engagement, sophistication and expertise than in the daily classroom. Materials covered should be topics not normally covered in the regular classroom and provide thoughtful questions and extended units of study. Young students build their ideas and concepts from experiences, and G/T students profit from broad exposure. Strong emphasis needs to be placed on developing social skills.

Ideally, when working with young students, teachers should match the educational programming with each student's level of competency in a subject area, and nurture each student's intellectual, social, emotional, and physical growth in a supportive atmosphere. The key to successful learning experiences lies in providing for an optimal match between the student's skill level and the material presented (Hunt, 1961; Dale, Jackson & Robinson, 1977).

Although it is wise to be conservative about such decisions, there is plenty of evidence that bright students carefully selected for early entrance tend to do very well, both academically and socially, over the entire era of their education (Robinson & Weimer, 1991). Ordinarily, students should have a birth date no more than a few months past the ordinary cut-off date, and should have average to above-average maturity and skills in comparison to the classmates they will have. They should show strong advancement in general intelligence, possess fine motor skills enabling them to keep up with the class, and be relatively mature in social and emotional characteristics. Local conditions, attitudes of school personnel, and alternative options need to be taken into account in this serious decision (Robinson, 1993).

References:

Robinson, N. M. (1993). *Parenting the Very Young Gifted Child*. Seattle: University of Washington.
Kingore, B.W. (1990). *The Kingore Observation Inventory*. Des Moines: Leadership Publishers.

Referral Characteristics for Young G/T Students

The purpose of the following characteristics is to help teachers identify young G/T students in specific talent areas and to summarize some of the previous text on the subject.

Intellectual and Academic

- Is attentive; alert (high energy level; needs less sleep)
- Possesses advanced vocabulary for age
- Shows early interest in books and reading
- Learns rapidly
- Has high level of curiosity
- Enjoys being with older students and adults (has feelings of being different)
- Pursues interests; collects things (does not like things rearranged)
- Has a long attention span
- Possesses high standards (self-critical and critical of others)
- Shows mature sense of humor for age
- Prefers new and challenging experiences (dislikes routine and drill)
- Retains information
- Persistent (stubborn)
- Displays high level of planning, problem solving and abstract thinking compared with peers (ignores details)
- Has idealistic sense of justice (resents unfairness)

Creative

- Asks many questions
- Does things in own way (is nonconforming)
- May prefer to work alone (dislikes group activities)
- Experiments with whatever is at hand
- Is highly imaginative
- Thinks up many ways to accomplish a goal (resists following directions)
- Produces original ideas (may respond with unexpected, smart-aleck answers)

Leadership

- Is frequently sought out by peers
- Interacts easily with other students and adults
- Adapts easily to new situations
- Can influence others to work toward goals—desirable or undesirable
- Is looked to by others for ideas and decisions
- Is chosen first by peers

Music

- Makes up original tunes
- Shows degree of tonal memory
- Enjoys musical activities
- Responds sensitively to music
- Easily repeats rhythm patterns
- Easily discriminates tones, melodies, rhythm patterns

Art

- Fills extra time by drawing, painting, etc.
- Draws a variety of things—not just people, houses, flowers
- Remembers things in detail
- Takes art activities seriously and derives satisfaction from them
- Has long attention span for art activities
- Shows planning in composing the artwork

(See Appendix C-1 under Teacher Forms for "Teacher Checklist for Early Identification of G/T Students.")

Specific Identification Procedures for Different Underserved Populations

The following four pages summarize the previous text on identifying underserved populations. Page numbers are included to help locate specific sections in the chapter.

Economically Disadvantaged Students (page 29)

- Use nonverbal or "culture fair" tests
- Lower criterion scores for certain geographical areas in the district
- Use local as well as national norms
- Use a variety of informal measures
- Inservice teachers

Rural Students (page 31)

- Ignore subtests of standardized tests that do not discriminate among G/T students
- Use untimed, nonverbal tests of intelligence
- Use measures of spatial relations and mechanical aptitude
- Use a variety of informal measures
- Inservice teachers

African-American Students (page 33)

- Use tests that have been renormed for the African-American population
- Use local as well as national norms
- Use nonverbal or "culture-fair" tests
- Use a variety of informal measures
- Inservice teachers
- Use the forced-choice procedure
- Strive for (but do not force) identification of a representative proportion of the African-American student population

Hispanic Students (page 35)

- Use tests that have been translated or renormed for the Hispanic population
- Assess students in languages they understand
- Use nonverbal or "culture-fair" tests
- Use local as well as national norms
- Use a variety of informal measures
- Inservice teachers
- Use the forced-choice procedure
- Strive for (but do not force) identification of a representative proportion of the Hispanic student population

Native American Students (page 36)

- Use standardized tests cautiously
- Implement portfolios and performance rating scales
- Use a multiple-measure and multiple-criteria approach to identification
- Use "culture-fair" tests
- Develop clearly defined definition of G/T
- Ensure all time limits do not affect assessment of aptitude or achievement
- Inservice teachers

Female Students (page 38)

- Inservice teachers and counselors, especially at the secondary level
- Include women with nontraditional careers on the screening and selection committees
- Use formal test scores from previous years
- Counsel female G/T students

Severely Physically Impaired Students (page 39)

- Use tests that can be adapted to accommodate the physical disability of the student
- Do not adhere to time requirements of tests
- Compare student performance with that of others with similar disabilities
- Use a variety of informal measures
- Inservice teachers

Visually Impaired Students (page 40)

- Use tests that do not require visual input
- Use Braille or large print forms of tests
- Do not adhere to time requirements of tests
- Use a variety of informal measures
- Compare student performance with that of other visually impaired students
- Inservice teachers

Hearing Impaired Students (page 41)

- Use nonverbal tests
- Use tests of visual learning and creativity
- Use a variety of informal measures
- Compare student performance with that of other hearing impaired students
- Inservice teachers

Learning Disabled Students (page 42)

- Identify students as early as possible
- Use individual measures of potential and performance
- Inservice teachers
- Solicit detailed information from parents
- Examine the level and type of compensating strategies
- Use teacher observations in the classroom
- Use a variety of formal and informal measures for initial screening
- Allow either potential or performance to qualify a student for screening
- Solicit peer and self-nominations
- Use creativity measures or tests of nonverbal reasoning

Underachieving Students (page 44)

- Identify students as early as possible
- Use individual measures of potential and performance
- Inservice teachers
- Solicit detailed information from parents
- Use teacher observations in the classroom
- Use a variety of formal and informal measures for initial screening
- Solicit peer and self-nominations
- Use creativity measures or tests of nonverbal reasoning
- Use the AIM, GAIM, GIFT or Whitmore's (1980) teacher checklist or rating scale

Highly Intellectual G/T Students (page 45)

- Use the Stanford-Binet Form L-M, SAGES, Spanish version of ITBS
- Develop a written policy regarding acceptance of results from private, external testing
- Use off-level achievement tests, e.g., the SAT
- Use expert evaluation of portfolios or performances for visual/performing arts abilities
- Use parent reports of atypical behaviors or achievements, especially if confirmed by other adults
- Use observations by G/T teachers or the identification team
- Use student or parent interviews
- Develop IEPs for individual highly intellectual G/T students, and include the student and their parents in this process

Chapter 6

PROGRAM DEVELOPMENT

Program development addresses what a student will learn and how he or she will be taught. This would include selecting appropriate program options, and developing and differentiating curriculum to meet specific learning needs. The chapter is divided into three sections:

- Differentiation
- Options for G/T Students
- Examples of Serving Students in the Five Talent Areas

Differentiation

Definition

"Differentiation" is one name for the process of modifying learning experiences to "match" the needs and nature of the learners. As applied to the education of G/T students, differentiation is a method for realigning curricula to assist the G/T students to convert their potential into performance. The following dimensions of curriculum can be modified:

- Content or subject matter
- Processes or thinking skills
- Products or results of learning

Guidelines for Differentiation

Content

- Includes the modification rate of learning, including the level at which students are allowed to begin their study and the point at which they are allowed to leave an area of study.

- Provides opportunities for student-selected areas of study within and across the disciplines.

- Includes (a) the modification of the complexity in the area of study so that it includes issues, problems, and themes; and (b) a thematic approach to learning.

Process

- Includes the learning and use of abstract thinking skills, including creative thinking, critical thinking and problem solving. This would include questioning strategies that focus on analysis, synthesis and evaluation; and predicting, hypothesizing, collecting and verifying data and forming supportable conclusions.
- Includes the application of abstract thinking skills to complex content, resulting in the production of sophisticated products.
- Integrates basic skills and abstract thinking skills.

Product

- Includes the learning and use of multiple and sophisticated forms of communication.
- Provides the opportunity to present information to diverse and appropriate audiences. Students should have the opportunity to develop sophisticated products and/or performances that are targeted to a specific audience.
- Includes the opportunity for students to participate in assessing learning activities and the resulting product.

Principles of Differentiation

The National/State Leadership Training Institute on the G/T Curriculum Committee presented the following list of "principles of differentiation" to assist educators in modifying and developing curricula for G/T students. This list is presented to assist districts in providing programs for G/T students.

- Present content that is related to broad-based issues, themes or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of a self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract and/or higher-level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking skills into the curriculum
- Encourage the development of products that challenge existing ideas and produce "new" ideas
- Encourage the development of products that use new techniques, materials and forms
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between one's self and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments

Source: National/State Leadership Training Institute on the Gifted and the Talented Curriculum Committee (1979). James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy A. Sisk, and Janice Wickless.

Options for G/T Students

The ideal G/T Program includes many options of curricular modification that are designed to meet the assessed needs of the students. Program options must provide challenging educational experiences for these students rather than just more of the same kind of experiences. One or more of the program opportunities described as follows may be appropriate for a student who is identified as a G/T student. The goal of comprehensive programming is to provide appropriate educational opportunities and program flexibility.

Enrichment

Enrichment in Regular Classroom—Experiences provided in regular classrooms that are more in-depth and supplemental to the established curriculum, and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.

Seminars/Convocations—Special short-term sessions where students focus on one area of study.

Mentorships—A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.

Independent Project—Research and development of self-selected topic.

Summer Enrichment Program—Enrichment classes or courses offered during the summer months.

Competitions—Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.

Differentiated Curriculum—Curriculum designed to meet the needs of high ability students and differentiated according to content, process and product.

Learning/Exploratory Centers—A designated area or portable center designed to enrich, accelerate or introduce students to interests in a given content area.

Special Classes

Honors Class—Differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified G/T students.

International Baccalaureate Diploma Program—A rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems.

Advanced Placement Courses—College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).

Technology-Based Education—Courses providing rigorous content and/or pace appropriate for G/T students.

Independent Study—Individually contracted in-depth study of a topic.

Enrichment Classes—A group organized from one or more classrooms that meets on a regular basis to provide experiences beyond the established curriculum.

Interest Groups—Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.

Correspondence Courses—High school courses taken by correspondence through an approved university.

Self-Contained Class—Emphasis is on acceleration and more in-depth coverage of curriculum. Class usually meets all day, five days a week.

Pullout—Students are released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

Interdisciplinary Studies—Classes that provide opportunities for the acquisition of a broad base of knowledge through the study of a wide range of subjects. Often, content is organized around themes, broad-based issues and/or problems.

Social/Emotional—Enables students to explore what it means to be G/T and increase understanding of self.

Flexible Pacing

Curriculum Compacting—The content and pacing of curriculum and instruction are matched to students' abilities and needs. A pre-assessment is made to determine what students already know, and students move ahead based on mastery.

Acceleration and/or Grade Skipping—Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

Credit by Examination—Credit given toward high school graduation based on a local district examination covering the content ordinarily included in the subject (IDAPA 08.02.E 12,2 C.X).

Dual Enrollment—Qualified students may take college courses concurrently while in high school (Idaho Code §33-203).

Ways to Implement Flexible Pacing

Cluster Grouping—Any classroom with a group of identified G/T students purposefully organized to provide planned differentiated instruction most of the time.

Cross-Grade Grouping—Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

Individualized Education Program—A program designed to meet the particular needs of an individual student.

Guidance and Counseling—Planned activities, sessions and policies that assist G/T students in planning their academic career before, during and after high school, and that also addresses specific social-emotional needs of G/T students.

Examples of Serving Students in the Five Talent Areas

Specific Academic

Goal:

To help students pursue academic interests in depth. This may include compacting the curriculum and providing opportunities for students to accelerate.

Students will:

- Explore topics of interest more in-depth, e.g., independent project
- Participate in mentorships
- Participate in activities that enrich and extend content areas (horizontal growth)
- Study multiple disciplines that have broad-based issues, themes and/or problems

Intellectual

Goal:

To help students expand their intellectual abilities and interests, and their modes of responding to their environment. A G/T facilitator may consider integrating basic skills and higher-level thinking skills into the curriculum.

Students will:

- Reason, identify patterns and evaluate ideas and products
- Solve puzzles, play chess and computer programs, etc.
- Participate in spatial perception activities, e.g., designing and building structures
- Develop research skills

Creativity

Goal:

To provide a wide range of opportunities and experiences to allow individuals to experiment, take risks and produce creative products. This would include integrating creative thinking (fluency, flexibility, originality and elaboration) into the curriculum, e.g., writing, social studies, etc.

Students will:

- Solve problems, e.g., Odyssey of the Mind and Future Problem Solving competitions, community or class problems, etc.
- Develop products that challenge existing ideas and produce "new" ideas, e.g., essays, inventions, etc.
- Work on open-ended tasks, e.g., group or individual projects, creative writing stories, etc.

Leadership

Goal:

To help students fulfill their potential as leaders in our society.

Students will:

- Participate in school organizations, e.g., student council, organizing events
- Volunteer and meet needs of community, e.g., help elderly clean yard
- Lead a group of people, e.g., president of a club, head of a committee
- Develop self-understanding and assist others in the process, e.g., peer counseling, etc.

Visual/Performing Arts

Goal:

To provide opportunities and experiences to allow G/T students to develop their abilities in specific areas in the visual and/or performing arts (e.g., painting, sculpture, film, dance, theater, music).

Students will:

- Perform in musical and theatrical productions
- Take lessons and strive toward excellence in specific artistic domains
- Study historical, aesthetic and critical accounts in specific artistic domains

Instructional Program Options

The following section lists student characteristics and related educational needs for the five talent areas. The purpose is to help educators differentiate curriculum to meet the specific needs of G/T students.

INTELLECTUAL ABILITY	
Student Characteristics	Related Educational Needs
"Front end analysis" time in problem-solving situations.	Opportunity to practice analysis, evaluation skills; flexible project deadline.
Earlier progression from "concrete operations" to "formal operations" stage of problem solving.	Earlier exposure to abstract concepts, logical and critical reasoning skills.
Accurate problem-finding skills, recognition of limits of problems.	Exposure to a variety of problem situations across domains; practice in problem solving algorithms, heuristics, opportunity for corrective, realistic feedback; early "mastery" of content in individual area of interest and skill.
Rapid and successful in analogical tasks, solutions.	Opportunity to integrate across disciplines; practice with making conceptual connections, forced relationships.
Efficient and rapid in solving tasks involving memory and concentration.	Accelerated pace of content presentation; emphasis on application, synthesis, less effort on review, drill and practice.
Tendency toward intellectualism, i.e., preference to think in generalities, abstraction.	Exposure to group discussion on conceptual, abstract issues, ideas; early mastery of basic facts; emphasis on major ideas, concepts.

SPECIFIC ACADEMIC APTITUDE	
Student Characteristics	Related Educational Needs
Early, intense, prolonged interest and skill in a specific academic area.	Early exposure, opportunity for content "mastery" in talent areas; mentoring to accelerate progress in area.
High motivation and zeal in talent area.	Practice in making connections between talent area and other disciplines; opportunity to share knowledge with others of like interests and talents.
Tendency to be highly self-critical and evaluative.	Exposure to realistic goal setting exercises; opportunity to pursue interests independently, at own pace.

CREATIVE PRODUCTIVE THINKING	
Student Characteristics	Related Educational Needs
Preference for imposing own structure on situation and learning.	Practice with analysis and evaluation skills; exposure to creative problem-solving process; opportunity to pursue independent study.
High tolerance for ambiguity, willingness to take mental and emotional risks.	Flexible learning structure and deadlines open, accepting learning environment; opportunity to receive corrective feedback and recognition.
More positive self-concept, higher degree of confidence, inner locus of control.	Opportunity for independent project; individualized assignments; exposure to time management, organizational skills.
Higher degree of "non-entrenchment," i.e., capacity to think, produce beyond conventional limits.	Opportunity for open-ended assignments; learning contracts for individualized pursuits; practice in developing non-entrenched thinking with programs such as Odyssey of the Mind, etc.

LEADERSHIP	
Student Characteristics	**Related Educational Needs**
High degree of analysis of task and project completion.	Exposure to increasingly complex tasks, task analysis and project planning techniques (developing an action plan, using a flow chart, etc.).
Higher degree of conceptual, visual, affective perspective-taking; higher levels of interpersonal sensitivity.	Early exposure to intellectual, moral, ethical dilemmas, conflict resolution strategies; practice in intuitive expression, role playing through simulations.
Earlier acquisition of social cognition, social competence.	Opportunity to interface with older students in cross-graded learning environment; exposure to cooperative learning experiences involving social and societal problems; practice with leadership skills.
More positive emotional health, higher degree of stability, fewer nervous symptoms, higher sense of personal worth.	Exposure to accepting, supportive, cooperative learning environment; opportunity to develop peer counseling, teaching skills; opportunity to work regularly with groups of like ability, interest.
Pronounced tendency to take on more than they can accomplish.	Practice in time management organizational skills, realistic goal setting; opportunity to develop realistic individual pursuits through exposure to self-direction skills (e.g., Treffinger model); practice in decision-making.
Higher degree of conceptual scanning than focusing; likelihood of disregarding details in lieu of the "big picture."	Exposure to analysis and evaluation skills; opportunity to practice critical thinking skills.
Pronounced need to achieve.	Opportunity for corrective feedback, reinforcement and recognition; exposure to manageable, individualized projects; provision of benchmarks by which to judge individual progress.

VISUAL/PERFORMING ARTS	
Student Characteristics	Related Educational Needs
Higher degree of motivation and zeal in talent area, sometimes leading to lack of attention to academic priorities.	Practice in making connections between talent and academic disciplines; opportunity to display talent among chronological peers.
Quicker, more accurate in tasks of cognitive, verbal, visual matching.	Accelerated pace for content presentation; compaction of academic curriculum.
Tendency to be self-critical and evaluative.	Exposure to realistic goal setting exercises; opportunity to pursue interests independently, at own pace.
More intense ability to concentrate, spend long hours in developing their talent areas.	Flexible project deadlines; fewer structured assignments, accelerated pace for content presentation.
Less willingness to cooperate or compromise.	Practice with group, cooperative learning projects.

Chapter 7

PROGRAM EVALUATION

Program evaluation is essential to learn how a G/T Program works, how effective a program is, and how to raise a program's standards of quality. This chapter is divided into three sections:

- Types of Evaluations
- Specific Guidelines for Evaluating G/T Education Programs
- Evaluation Questions

Types of Evaluations

Self-evaluations should be a routine part of daily program activity. Students, teachers, administrators, and parents should be encouraged to conduct informal self-appraisals on a daily or at least weekly basis, questioning and comparing what students are doing in relation to stated program goals and objectives. Systems should be developed and implemented to give regular feedback to students, teachers, administrators and parents, including parent-teacher conferences, faculty meetings and student performance conferences.

External and independent evaluations complement self-evaluations by ensuring a more objective and credible appraisal. Formative evaluations provide a continual flow of information to program officials throughout a review to improve program practice. Summative evaluations can enhance formative evaluations by providing additional knowledge with a focus on policy decision making. External evaluations, whether qualitative or quantitative, formative or summative can improve program practice and student performance. Independent evaluations also help to establish the utility of such approaches in G/T education as acceleration, enrichment, and special group settings. They are also more credible to sponsors and outside agencies, particularly concerning sensitive or controversial issues.

Nearly all programs can be improved by a critical review. If unexamined, the health and well-being of G/T students, and the future of the nation are at risk. Together, these approaches play an essential part in the development, maintenance, and understanding of educational programs for G/T students.

Specific Guidelines for Evaluating G/T Programs

Districts may use the following guidelines to help evaluate their G/T Programs. These guidelines are specific areas to enable districts to enhance the quality of their G/T Programs.

Guideline One: Make sure program documentation exists.

Program documentation should describe the program's philosophy; curriculum; staffing; financial, library and computer resources; identification and screening procedures; and selection criteria. In addition, classroom schedules and maps of the physical layout will facilitate any evaluation.

Guideline Two: Review as many relevant data sources as possible.

Interviews and observations are critical. In addition, archival documentation, such as newsletters, financial reports, student letters, parent letters, past evaluation reports, newspaper articles, and many other documents provide pertinent data about the program's impact and role in the community. Thus, evaluation data should be obtained from a variety of instruments, procedures and information sources as appropriate.

Guideline Three: Compare the program's stated goals with their actual performance.

Does the program operate in accordance with its own philosophy (academically and in terms of governance)? Does the curriculum reflect the philosophy and goals of the school? Do the staff members appear to understand and implement the stated program philosophy? How do teachers translate the program's philosophy into practice in their teaching?

Guideline Four: Describe and assess the climate.

Are students engaged? Are teachers stimulating, thoughtful, and knowledgeable? Is communication between staff and administration constructive and cooperative or antagonistic and fragmented? Similarly, what is the nature and tone of communication with and among students.

Guideline Five: Talk to students.

The purpose of G/T Programs is to serve students. Time should be devoted to informally interviewing students about their own progress (including a review of their portfolio, records or projects) and their evaluation of the program. Student academic achievement and behavior code data are critical to any G/T Program evaluation.

Guideline Six: Review finances.

Is the program budget sufficient, if not, why not? Is the money being used as intended, if not, why not? Is financial planning adequate and appropriate to meet the needs of the program in the foreseeable future?

Guideline Seven: Include community and school board components in the evaluation.

Do community and school board members support the program? What is the evidence? Do parents participate in the program? What are the obstacles to community and board support, if any?

Research for this report was supported under the Javits Act Program (Grant No. R206R00001) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Grantees undertaking such projects are encouraged to express freely their professional judgement. This report, therefore, does not necessarily represent positions or policies of the Government, and no official endorsement should be inferred.

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Evaluation Questions

Districts may use the following questions to help evaluate their G/T Programs. The questions are not intended to be exhaustive, but rather guidelines and suggestions.

Program Evaluation

- Does the G/T Program have a mission statement?
- Has a program philosophy been developed? Is this philosophy reviewed and revised periodically based on the needs of the district?
- Is there a general program plan that describes services and how they are provided?
- Does the district have a policy relating to G/T education?

Evaluating Program Goals

- Are there program goals that meet the philosophy and mission for G/T education?
- Does the program organization reflect the philosophy and goals of the district?
- Does the G/T staff demonstrate an understanding of philosophy and goals?
- Is there implementation of goals and performance standards that match the district organization?

Evaluating the Learning Climate

- Is learning directed toward individual student needs and goals?
- Do appropriate learning opportunities exist to meet the needs for each identified student and are they being used?
- Has an appropriate curriculum been developed? Is the curriculum reviewed annually and revised when needed?

Evaluating Student Selection and Placement Procedures

- What criteria have been established for student selection and placement?
- How have all appropriate staff and Multidisciplinary Team members been inserviced on the selection criteria and placement process? Is this procedure ongoing?
- Are appropriate records kept consistent with requirements of the district?

Evaluating Program Finances

- Is there a sufficient budget to meet staff and program needs?
- Is funding directed toward meeting the goals and philosophy of the program?
- Are projected needs for future development included in the district long-range plans?

Assessing Community and School Board Support

- Are parents and school board members included in the development of the program, philosophy and goals?
- How are parents involved in the ongoing program decision?
- Are community resources used to meet the unique learning needs of the identified students?

Assessing the G/T Program

- Is the G/T Program annually evaluated by the district administrative staff?
- Is the G/T staff annually evaluated?
- Are students given the opportunity to provide input and information about G/T services?
- Are parents, school board and other community members included when conducting program reviews?

APPENDICES

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Appendix A—The Student Information Profile

The Student Information Profile 77

Example A 78

Example B 79

Example C 80

Example D 81

Note: The purpose of this appendix is to provide examples of student information profiles. It is recommended that districts modify the following examples to meet the needs of their G/T Programs.

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS

FORMAL MEASURES
2 Minimum

INFORMAL MEASURES
2 Minimum

PRODUCT & OTHER DATA

FORMAL					INFORMAL						PRODUCTS	and/or	OTHER		GIFTED/TALENTED
	___%														Extreme Need Range
	___%														Considerable Need Range
															No Extra Programming Need

MDT RECOMMENDATIONS: MDT recommends that student ______ is, or ______ is not eligible for direct service programming in the G/T program.

RECOMMENDED SERVICE OPTIONS ____________________

____________________ DATE: ____________

SIGNATURES:

Facilitator ____________________ Teacher ____________________

Psychologist ____________________ Teacher ____________________

Administrator ____________________ Other ____________________

Parent ____________________

Address ____________________ Phone: (h) ____________________

____________________ (w) ____________________

NAME ____________________

GIFTED/TALENTED CATEGORY

____ Academic ____ Intellectual
____ Creativity ____ Leadership
____ Visual or Performing Arts

SERVICE OPTION(S) ACCEPTED

____ YES ____ NO

DATE ____________

SS# ____________

DOB ____________ AGE ______

SCHOOL ____________ GRADE ____

IDAHO DISTRICT # ____________

PRODUCTS / PORTFOLIO
EXTRACURRICULAR

- ____ Young Authors
- ____ Invention Convention
- ____ Science Fair
- ____ History Fair
- ____ Odyssey of the Mind
- ____ Future Problem Solving
- ____ Competitions
- ____ Juried Shows
- ____ Leadership Positions
- ____ Awards, etc.

OTHER INFORMATION

- ____ ESL
- ____ Previous Program Placement
- ____ Member of Underserved Population

UNDERACHIEVEMENT FACTORS:

- ____ Lacks quality and depth in daily work
- ____ Report cards/cum files show pattern of inconsistent achievement
- ____ Parent concern: student not achieving to potential
- ____ Student expresses desire to achieve at a higher level
- ____ Test data show a discrepancy between potential and achievement

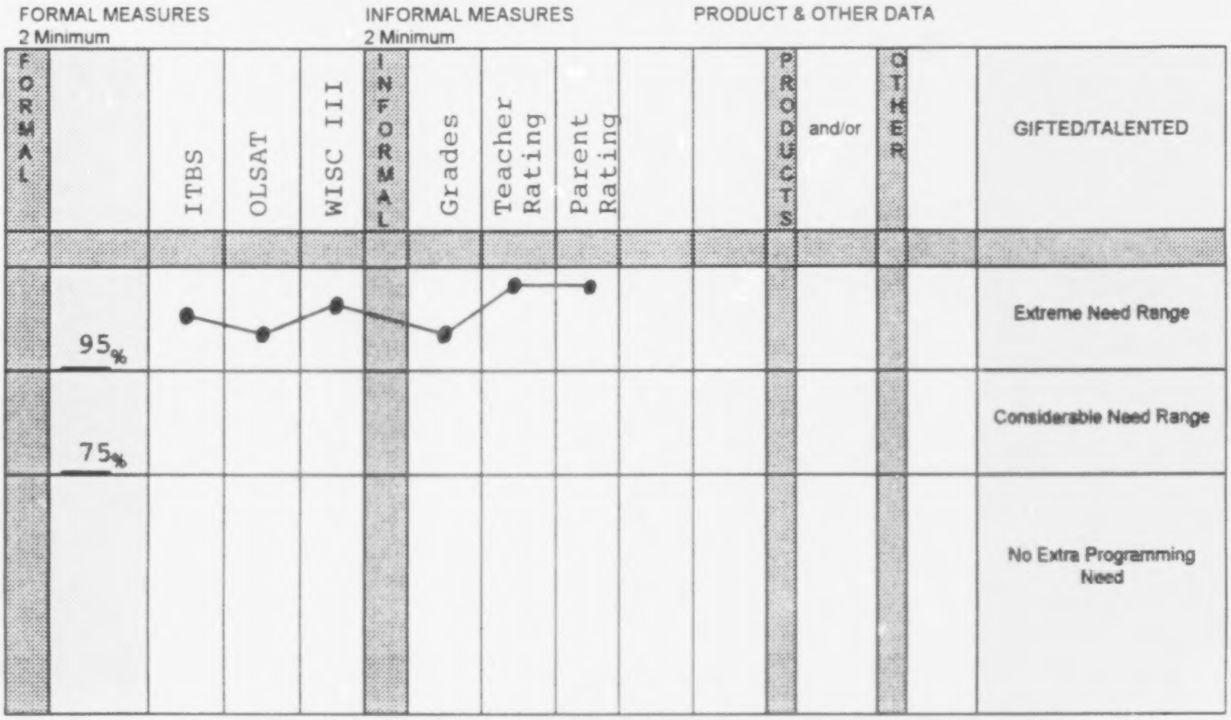
OTHER SIGNIFICANT FACTORS

- ____ Physical Disability
- ____ Language Impaired
- ____ ADD/ADHD
- ____ Cultural Background
- ____ Economic Disadvantage
- ____ Other (documentation in file)

BEST COPY AVAILABLE

Example A

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS



Example A shows a clear need for program services in both the academic and intellectual. The percentiles for "Extreme Need Range" and "Considerable Need Range" are selected by the district. (95% and 75% are examples and are not intended to be recommendations.)

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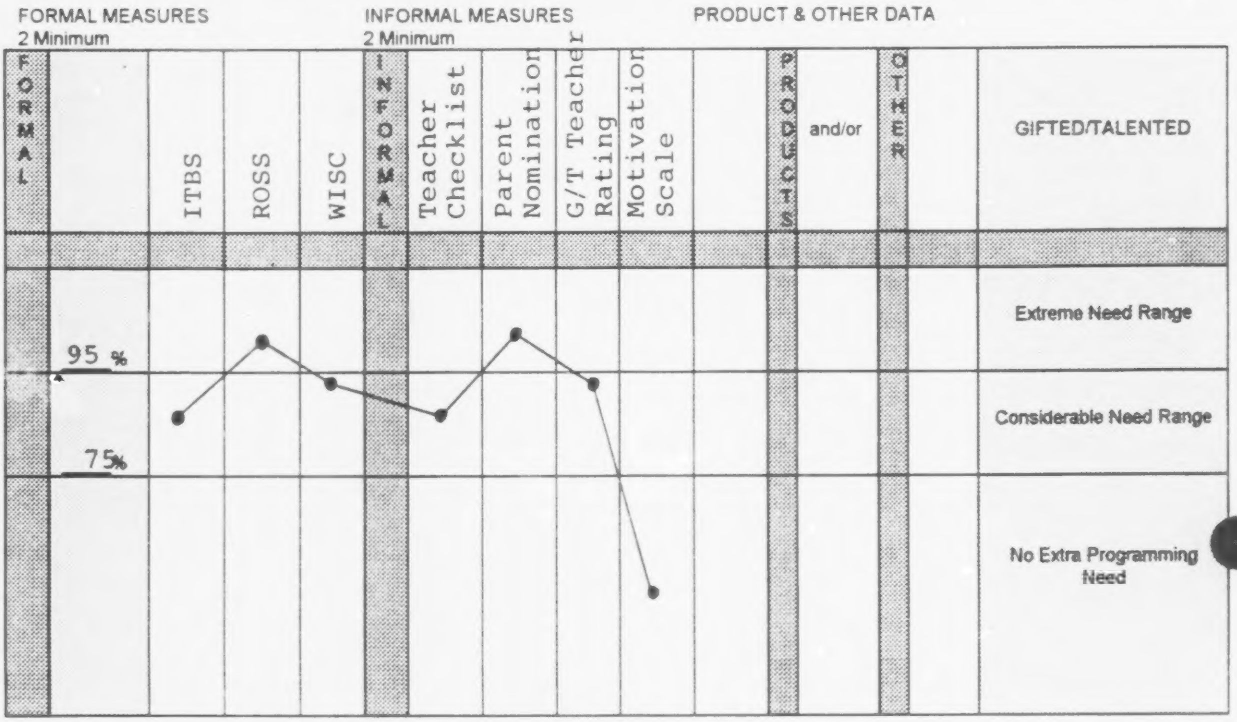
Example B

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS

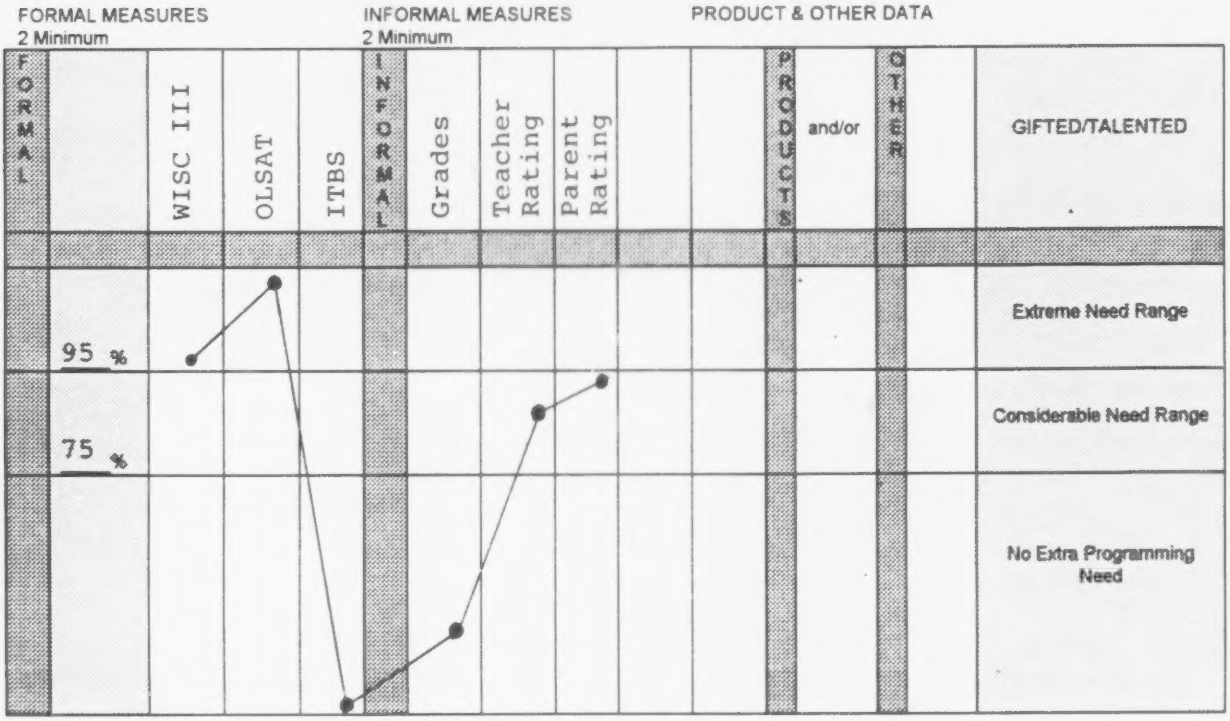


Example B indicates a well-rounded student. While this child is doing well in school and may have some need for enrichment and in some cases acceleration, these needs should be met in the regular classroom. (95% and 75% are examples and are not intended to be recommendations.)

BEST COPY AVAILABLE

Example C

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS



Example C shows a clear need for program services in the intellectual talent area. Not only does this student have significant intellectual potential, but he also shows a significant discrepancy between his measured ability level and his performance/achievement. (95% and 75% are examples and are not intended to be recommendations.)

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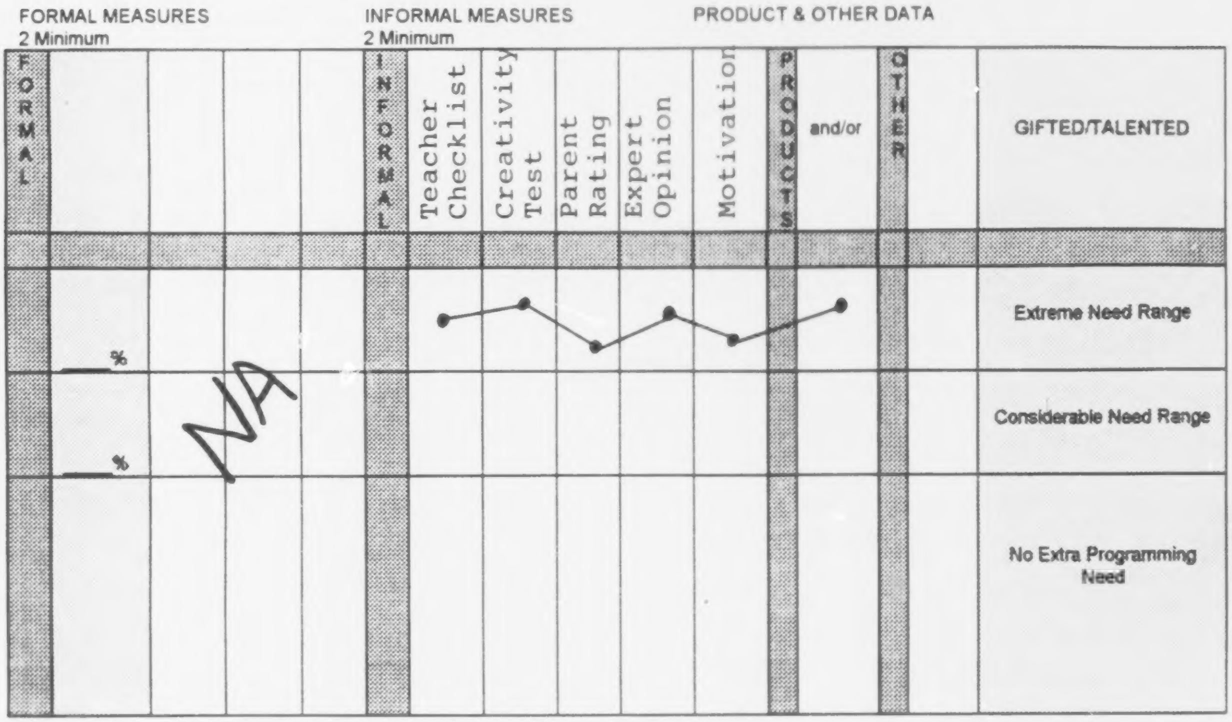
Example D

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS



Example D illustrates how the profile is used to identify a student in visual/performing arts, creativity or leadership. This student would qualify for services in the areas of creativity and visual/performing arts. The services could be a combination of classroom accommodations, direct service programming or district-wide programs.

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Appendix B---Identification Matrices/Raw Data Summary

Selection Matrix: G/T Program 83

Identification Matrix 84

Identification Matrix: G/T Program 85

Raw Data Summary: G/T Eligibility 86

Note: The purpose of this appendix is to provide examples of identification matrices. It is recommended that districts modify the following samples to meet the needs of their G/T Programs, e.g., specific talent areas, selected assessment instruments, etc.

SELECTION MATRIX: G/T PROGRAM

Name of Student________________________ Age____________ Grade____________

Teacher________________________ School____________ Date____________

Assessment Areas	Weighted Scores			
I. Achievement Test—(Composite or majority of subtests)	98%	97-94	93-91	90-89
II. Individual Intelligence Test	130+	120-29	128-24	123-21
III. Grade point average from previous semester	4.0-3.8	3.7-3.5	3.4-3.2	3.1-3.0
IV. Teacher recommendation (see form on the next page)	60-59	58-57	56-55	54-53
V. Creativity (test needs to provide a percentile score)	98%	97-94	93-91	90-89
VI. Expert Recommendation—talent in visual and/or performing arts (#4 "exceptionally talented" to #1 "somewhat talented")	4	3	2	1
Column Tally—number of entries in each column				
Weight	x4	x3	x2	x1
Score				

TOTAL SCORE ________________________

____________ ELIGIBLE

____________ INELIGIBLE

IDENTIFICATION MATRIX

Name of Student____________________________ Age______________ Grade____________

Teacher______________________________ School________________ Date______________

WEIGHTS

CHARACTERISTIC	5	4	3	2	1	FACTOR (X)	Total	Additional Data (Date)
ACADEMIC Achievement Test	97+ in Total Battery or	95+ in Total Battery or	90+ in Total Battery or	85+ in Total Battery or	75+ in Total Battery or	x3		
Intermediate	in 4 subtests	in 3 subtests	in 4 subtests	in 3 subtests	in 2 subtests	x3		
Primary	in 3 subtests	in 2 subtests	in 3 subtests	in 2 subtests	in 1 subtest	x2		
Parent Nomination	5	4	3	2	1	x1		
Teacher Nomination	5	4	3	2	1	x2		
INTELLECTUAL Individual IQ	130+ F.S.	130+ 1 Scale or 125+F.S.	125+ 1 Scale or 120+F.S.	120+ 1 Scale or 115+F.S.	115+ 1 Scale or 110+F.S.	x4		
Raven Percentile	98+	95+	90+	85+	75+	x2		
Verbal Abilities Test	98+	95+	90+	85+	75+	x2		
Slosson	97+	95+	90+	85+	75+	x3		
Group IQ	Use Same	Numbers	As Is	Individual	IQ	x2		
Parent Nomination	5	4	3	2	1	x2		
Teacher Nomination	5	4	3	2	1	x2		

Additional Considerations (.1 maximum per category)

Environment __________

Language __________

Cultural __________

Economic __________

Personal __________

Creativity __________

GRAND TOTAL __________ __________

NUMBER OF FACTORS (WEIGHTED) __________ __________

AVERAGE SCORE __________ __________

ADDITIONAL __________ __________

TOTAL SCORE __________ __________

IDENTIFICATION MATRIX: G/T PROGRAM

Student Name______________________ Age__________ Grade__________

School______________________ Teacher______________________

Facilitator______________________ Date______________________

		INTERVAL					
		5	4	3	2	1	0
ACHIEVEMENT TESTS	**ITBS**	99	98	97-95	94-92	91-90	-89
	CBA Read.	195	194-166	165-155	154-144	143-138	-137
	CBA Math	53	52-47	46-41	40-35	34-31	-30
ABILITY TEST	**WISC-R**	135	134-130	129-125	124-122	121-120	-119
REASONING TEST	**ROSS**	99	98-97	96-95	94-88	87-80	-79
CREATIVITY TEST	**TORRANCE (TTCT)**	130	129-125	124-120	119-115	114-110	-109
GENERAL INDICATORS	**NOMINATIONS**	79	78-74	73-69	68-64	63-59	-58
TOTALS							

Recommendations:

The total matrix score is __________. It is recommended that this student is:

_____ Eligible for the G/T Program

_____ Not eligible for the G/T Program

Programming Assessments:

Test Scores: ROSS TEST: _____
TTCT: _____
TOWL: _____

RAW DATA SUMMARY
G/T ELIGIBILITY

Name______________________________ Date______________

DOB______________ Grade______________ School__________________

Talent Area Being Evaluated______________________________________

Formal Measures

Instrument	By	Date Given	Score

Informal Measures

Other

Award______________________________ Date______________

# Participants__________ # of Awards__________

Extracurricular Activities____

Offices Held____________________ ____________________

Outstanding Achievements____

Portfolio contents and quality____

For other documentation, use a separate sheet of paper.

Appendix C —Forms

Appendix C-1—Teacher Forms 88

Appendix C-2—Student Nomination Forms 109

Appendix C-3—Parent Nomination Forms 119

Appendix C-4—Miscellaneous Forms 128

Note: The purpose of this appendix is to provide examples of different informal assessment instruments for identification. The Miscellaneous Forms section provides examples of policy and record keeping forms. It is recommended that districts modify the following examples to meet the needs of their G/T Programs.

Appendix C-1—Teacher Forms

Scale for Rating Behavioral Characteristics of Superior Students 89

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Part II: Motivational Characteristics 91

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SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Name____Date_______________

School____Grade________Age________

Teacher or Person completing this form_____________________________________

Relationship to child____

How long have you known this child?_______________________________________

DIRECTIONS: These scales are designed to obtain estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative personas. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an "X" in the appropriate place according to the following scale of values.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all the time.

SCORING

Separate scores for each area may be obtained as follows:

1. Add the total number of "X's" in each column to obtain the "Column Total."
2. Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
3. Sum the Weighted Column Totals across to obtain the "Score for each area of the scale."

Enter scores below.

Learning Characteristics..______________

Motivational Characteristics...______________

Creativity Characteristics..______________

Leadership Characteristics..______________

Part I: Learning Characteristics	1	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency.	☐	☐	☐	☐
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his/her age).	☐	☐	☐	☐
3. Has quick mastery and recall of factual information.	☐	☐	☐	☐
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick."	☐	☐	☐	☐
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things.	☐	☐	☐	☐
6. Is a keen and alert observer; usually "sees more, or "gets more" out of a story, film, etc. than others.	☐	☐	☐	☐
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias and atlases.	☐	☐	☐	☐
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for him\herself; sees logical and common sense answers.	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	☐	☐	☐	☐
Weighted Column Total	☐	☐	☐	☐
Total	☐			

1 - Seldom or Never
2 - Occasionally
3- Considerably
4- Almost Always

Part II: Motivational Characteristics	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems/ is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)	☐	☐	☐	☐
2. Is easily bored with routine tasks.	☐	☐	☐	☐
3. Needs little external motivation to follow through in work that initially excites him/her.	☐	☐	☐	☐
4. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.	☐	☐	☐	☐
5. Prefers to work independently; requires little direction from teachers.	☐	☐	☐	☐
6. Is interested in many "adult" problems, such as religion, politics, sex, race—more than usual for age level.	☐	☐	☐	☐
7. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.	☐	☐	☐	☐
8. Likes to organize and bring structure to things, people and situations.	☐	☐	☐	☐
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things.	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	☐	☐	☐	☐
Weighted Column Total	☐	☐	☐	☐
Total	☐			

1 - Seldom or Never
2 - Occasionally
3 - Considerably
4 - Almost Always

Part III: Creativity Characteristics	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	☐	☐	☐	☐
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	☐	☐	☐	☐
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	☐	☐	☐	☐
4. Is high risk taker; is adventurous and speculative.	☐	☐	☐	☐
5. Displays a good deal of intellectual playfulness; fantasizes, imagines ("I wonder what would happen if . . . "); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects and systems.	☐	☐	☐	☐
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	☐	☐	☐	☐
7. Is usually aware of his/her impulses and is more open to the irrational in himself/herself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	☐	☐	☐	☐
8. Is sensitive to beauty; attends to aesthetic characteristics of things.	☐	☐	☐	☐
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	☐	☐	☐	☐
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	☐	☐	☐	☐
Weighted Column Total	☐	☐	☐	☐
Total	☐			

1 - Seldom or Never
2 - Occasionally
3 - Considerably
4 - Almost Always

Part IV: Leadership Characteristics	1	2	3	4
1. Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.	☐	☐	☐	☐
2. Is self-confident with children his/her own age as well as with adults; seems comfortable when asked to show his work to the class.	☐	☐	☐	☐
3. Seems to be well liked by his/her classmates.	☐	☐	☐	☐
4. Is cooperative with teachers and classmates; tends to avoid bickering and is generally easy to get along with.	☐	☐	☐	☐
5. Can express him/herself well; has good verbal facility and is usually well understood.	☐	☐	☐	☐
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	☐	☐	☐	☐
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	☐	☐	☐	☐
8. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.	☐	☐	☐	☐
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	☐	☐	☐	☐
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	☐	☐	☐	☐
Weighted Column Total	☐	☐	☐	☐
Total	☐			

1 - Seldom or Never
2 - Occasionally
3 - Considerably
4 - Almost Always

BEHAVIORAL CHARACTERISTIC RATING SCALE

Scoring Matrix

32	36	40	40
31	35	39	39
	34	38	38
30	33	37	37
29		36	36
28	32	35	35
	31	34	34
27	30	33	33
26	29	32	32
25	28	31	31
24	27	30	30
23	26	29	29
	25	28	28
22	24	27	27
21		26	26
20	23	25	25
	22	24	24
19	21	23	23
18	20	22	22
17	19	21	21
16	18	20	20
15	17	19	19
	16	18	18
14	15	17	17
13		16	16
12	14	15	15
	13	14	14
11	12	13	13
10	11	12	12
9	10	11	11
8	9	10	10
7	8	9	9
	7	8	8
6	6	7	7
5		6	6
4	5	5	5
	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1
LEARNING	**MOTIVATION**	**CREATIVITY**	**LEADERSHIP**

Student:______________________________ Date:______________

School:______________________________ Grade:______ Age:____

Teacher or person completing rating scale:________________________

Relationship to child:______________________________________

AUDITION RATING FORM/MUSIC

Student Name____ Grade___________

School____________________________ Teacher________________________________

Evaluate the student's talent as evidenced in the artwork on the following scale of 0-5.

0 = Not evident	3 = Competent
1 = Emerging	4 = Outstanding
2 = Average	5 = Unique

		0	1	2	3	4	5
1.	Pitch (melody, harmony)						
2.	Rhythm, timing						
3.	Volume, tempo						
4.	Articulation, inflection						
5.	Structure (design, texture, form)						
6.	Vibrato, breath control						
7.	Ability to perform a variety of music						
8.	Ability to "fit" with group						
9.	Ability as a soloist						
	Column Total						
	Weight						
	Weighted Column Total						
	OVERALL TOTAL						

Additional Comments:

TEACHER RATING SCALE/MUSIC

Student Name____ Grade__________

School______________________________ Teacher_________________________

Before each of the following statements, place the number that you feel most closely represents your observation of your student's interests and activities. Use the following scale:

1. I seldom or never observe this behavior.
2. I occasionally observe this behavior.
3. I observe this behavior about half the time.
4. I frequently observe this behavior.
5. I almost always observe this behavior.

_____ Expresses specific preferences for certain types of music even to the point of objecting to others.

_____ Attempts to teach musical skills learned in school or in private lessons to younger brothers or sisters.

_____ Seems particularly sensitive to sounds of all kinds.

_____ Is eager to perform for friends and relatives.

_____ Spontaneously dances, moves or creates rhythmic accompaniments (clapping, etc.) To music on TV or radio.

_____ Practices a musical instrument or singing daily.

_____ Practices a musical instrument longer than required by parents or teachers.

_____ Seeks information/knows about music and musicians.

_____ Creates his/her own songs.

_____ Creates musical compositions at the piano or other instrument.

_____ Shows an intense interest in learning to play the piano or other instrument

_____ Sings folk songs, popular songs and rounds with other students.

Scales for the Rating Behavioral Characteristics of Musically Superior Students

(Adapted from Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman)

Name____________________________________ Date__________
School________________________ Grade________ Age__________
Teacher or person completing this form______________________________
How long have you known this student?__________________ Months______

	Musical Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1.	Shows a sustained interest in music—seeks out opportunities to hear and create music.				
2.	Perceives line differences in musical tone (pitch loudness, timbre, duration).				
3.	Easily remembers melodies and can produce them accurately.				
4.	Eagerly participates in musical activities.				
5.	Plays a musical instrument (or indicates a strong desire to).				
6.	Is sensitive to the rhythm of the music; responds through body movements to changes in the tempo of the music.				
7.	Is aware of and can identify a variety of sounds heard at a given moment—is sensitive to "background" noises, to chords that accompany a melody, to the different sounds of singers of instrumentalists in a performance.				
8.	Performs in a way which shows personal style and interpretation.				
9.	Improvises eagerly and skillfully.				
10.	Plays (or sings) expressively and with emotion.				
	Add Column Total				
	Multiply by Weight				
	Add Weighted Column Totals				
	Total				

PORTFOLIO REVIEW/VISUAL ARTS

Guidelines

1. Candidates must submit a portfolio that includes 6-8 pieces of artwork. Color slides may be used only for 3-D, sculptural works. No works copied from photographs or the works of other artists or designers may be included; the contents are expected to be original and creative works by the candidate. Artwork represent three or more of the following:

   A. Pencil, charcoal, conte crayon, pastel or chalk
   B. Pen and ink
   C. Watercolor
   D. Figure studies in any medium
   E. 3-D, sculptural work of any size (slides permitted)
   F. Choice of subject and media

2. All portfolios will be evaluated with the following criteria:

   A. Creativity and originality, expressiveness of content
   B. Skillful use of elements and principles of design
   C. Approximate techniques with tools and materials
   D. Overall quality of the artwork
   E. Evidence of concentration and personal commitment

3. Portfolios will be screened by judges; selected applicants will be invited to complete the following procedures:

   A. Complete an art assignment while observed by judges
   B. Discuss the artwork in their portfolios with judges
   C. Discuss the artwork in their portfolios with judges

4. All candidates are expected to have different backgrounds in art and such differences will be considered by the judges in the selection process. Any kind of artwork done by candidates will be considered, including class work, cartoons, homemade toys, maps, etc.

(Source: School Board of Pinellas, FL, County; Advanced Placement in Studio Art, Educational Testing Service.)

TEACHER RATING SCALE/VISUAL ARTS

Student Name________________________________ Grade__________

School____________________________ Teacher____________________

	Seldom	Occasionally	Frequently	Always
Exhibits a passion or great zeal toward projects				
Tends to exhibit more emotional responses to stimuli				
Exhibits a flair for the dramatic				
Masters basic art skills easily and quickly				
Shows insight, is observant				
Takes pride in own artwork				
Works independently				
Is critical of own artwork				
Enjoys experimenting with different media				
Creates visuals to supplement work				
Spends a great deal of time, in and out of school, doing art				
Displays self-motivation while engaged in artistic experiences				
Is asked by others to do artwork				
Comments on the colors, shapes, and structure of things				
Enjoys and appreciates the art of others				
Arrives at unique, unconventional solutions to artistic problems				
Tends to select art media for free-time activity				

Additional Comments:

Shows exceptional art skills in:____

Honors and awards nominee has received:________________________________

Why do you think this student should be recommended for the Visual Arts Program?__________________

____

ART PORTFOLIO EVALUATION FORM

Evaluator______________________________ Date__________

Student #__________ Student's Name______________________________
(Fill in only when evaluation is complete.)

Criteria	**No Evidence 0**	**Average 1**	**Above Average 2**	**Superior 3**
Skillful Composition				
Originality of Ideas				
Social/Emotional Maturity of Ideas				
Complexity and Detail				
Sensitive Purposeful Use of Shape and Line				
Appropriate Use of Texture				
Use of Space/Perspective				
Effective Use of Media				
Uses a Variety of Media				
Variety of Subject Matter				
Effective Use of Color				
Evidence of Risk Taking				
Awareness of Light				
Proportion				
Visual Memory				
Column Totals				

Total Score (Sum of column totals) __________

Total Score = Extent of Curriculum Adaptation Needed
32 to 45 = Extensive 26 to 31 = Considerable 20 to 25 = Minimal

Comments:______________________________

____

____

TEACHER RATING SCALE/DRAMA

Directions: The following students have indicated their interest in the Children's Theater program. We would appreciate your input regarding their creative and dramatic abilities. Use the key below in determining the rating for each item.

1 = Superior ability/aptitude
2 = Above average ability/aptitude
3 = Average ability/aptitude
4 = Below average ability/aptitude

Student Name	**1 Superior Ability/ Aptitude**	**2 Above Average Ability/ Aptitude**	**3 Average Ability/ Aptitude**	**4 Below Average Ability/ Aptitude**
Generates many unique ideas and solutions				
Enjoys participating in class skits or plays				
Can easily tell a story or share experiences				
Holds the attention of the group when speaking				
Uses gestures and facial expression to show feelings				
Can imitate others, e.g., mimics speech, walk, etc.				
Is uninhibited in expressing ideas and opinions				
Shows sensitivity, identifies with the moods of others				
Accepts suggestions and criticisms positively				
Can memorize quickly when he/she hears information				
Likes to be the center of attention				
Likes to do physical tasks as opposed to sitting and reading				
Is a risk taker				

TEACHER CHECKLIST/UNDERACHIEVING SPECIAL POPULATIONS

Student Name____ Grade__________

School_____________________________ Teacher________________________

Please check the statements that describe the student you are nominating. This student:

_____ Demonstrates a significant difference between classroom performance on achievement tests.

_____ Seems inattentive and bored with typical school requirements, but "comes alive" and demonstrates excellent comprehension and reasoning when special topics are raised.

_____ Is critical of conventional behavior.

_____ Has high absenteeism, but keeps up with grades despite missing much formal teaching.

_____ Is self-taught in some topics that are usually not covered in school.

_____ Is one-sided about some subjects (has a deep interest to the exclusion of all else).

_____ Verbalizes with skill and insight on a wide range of topics, but avoids writing.

_____ Is a perfectionist to the degree that it interferes with the completion of assignments and, therefore, is viewed as low performance.

_____ Other relevant comments or explanation of answers above:

Evidence of Underachievement:

_____ Teacher observation and evaluation of student's daily work reveals a relative-lack of quality and depth.

_____ Report card marks and cumulative records show a pattern of inconsistent achievement.

_____ Parents express opinions that the student is not achieving to his/her full potential.

_____ Student expresses a desire to achieve at a higher level in academic areas.

_____ Standardized test data listed below show a discrepancy between the student's potential and achievement:
Achievement Test Scores:____________________________________
Intelligence Test Scores:____________________________________

Teacher Checklist/Underachieving Special Populations, continued

Please describe any factors that significantly affect student performance. Please refer to Chapter 5, "Identifying Underserved Populations," for assistance in completing this form. Attach documentation or verification of each factor listed.

Environmental Factors ____

____

____

Language Factors ____

____

____

Cultural Factors ____

____

____

Economic Factors ____

____

____

Disabilities ____

____

____

KINDERGARTEN CHECKLIST

Teacher________________________ School________________________

District____

When compared with other students in the kindergarten, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest students in the class. Do not exclude any student because of a speech defect.

1. Has unusually good vocabulary
2. Has ideas that are often very original in one or more areas (i.e., block play, free activities, art, rhythms, sharing)
3. Is alert, keenly observant, responds quickly
4. Has an unusually good memory
5. Has a long attention span
6. Recognizes, on his or her own, some words in books on the browsing table
7. Uses longer sentences
8. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings
9. Is curious about many activities and places outside immediate environment and/or experience
10. Is a leader in several kinds of activities. Is able to influence others to work toward desirable goals
11. Has outstanding talent in special area(s) such as art, music, rhythms, dramatics [Indicate area(s) of talent]

If you have any pupils who exhibit at least three of the above characteristics, please list their names below. Following each name, list the number of all characteristics that fit the pupil.

	Pupil's Name	**Characteristics (Indicate by number)**
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Comments:

(Form developed by Curabelle Clark and Eleanor Dyer, Compton; Lyman Peterson, Paramount; Margaret Lund, Manhattan Beach; Beatrice Lantz, Division of Research and Guidance, Office of Los Angeles County Superintendent of Schools.)

TEACHER CHECKLIST FOR EARLY IDENTIFICATION OF G/T STUDENTS

(Adopted from Garland Independent School District/Garland, Texas)

Directions: Put a check in the space provided if the student shows that particular characteristic more often/frequently compared with other students of the same age.

Shows an interest in books

1.____ can read simple words
2.____ is already reading at least one grade above grade level

Learns skills faster than peers

3.____ learns rapidly with less practice
4.____ retains what he/she has heard or seen
5.____ enjoys school, e.g., eager to learn and work

Interested in wide range of things

6.____ is curious about many topics
7.____ asks provocative questions (how, why?)

Works well independently

8.____ organizes and directs self; assumes mature responsibilities
9.____ thinks of things to do when finished with work

Speaks more fluently than peers

10.____ USES larger vocabulary than peers
11.____ uses better sentence structure than peers
12.____ notes details in content

Has a prolonged attention span

13.____ has longer attention span than peers
14.____ able to remain on task despite distractions
15.____ able to follow three-step direction

Understands number concepts advanced for age group

16.____ correctly uses time concepts related to yesterday, today and tomorrow
17.____ recognizes names and/or value of coins
18.____ understands number sequencing, e.g., what number comes after 10? before 5?
19.____ understands addition, subtraction and possibly multiplication

Exhibits originality in thinking or actions

20.____ has a good imagination
21.____ improvises with common materials and concepts

Has keen powers of observation

22.____ perceives cause and effect relationships beyond the situation
23.____ is alert and responds quickly
24.____ indicates possibly a photographic memory

Displays qualities of leadership

25.____ helps others do work, acts like a teacher

Total Number of Checked Areas ________ x 1 = ________points. Total possible: 25

When you compare this student with others about the same age, do you think he/she is:

_____ somewhat below average
_____ about average
_____ somewhat above average
_____ considerably above average

Comment on any other particular strengths/talents or weaknesses you have observed. (Use other side of page.)

STUDENT PRODUCT EVALUATION

Student Name____ Grade__________

School______________________________ Teacher_________________________

1. Product name or subject:

2. Briefly describe the product:

		1 To a very limited extent	**2**	**3 Somewhat**	**4**	**5 To a great extent**
3.	To what extent does the product represent an in-depth or superior handling of the subject?					
4.	To what extent is this product beyond what one might expect of a student of this age?					
5.	To what extent does the product indicate close attention to detail?					
6.	To what extent is the central idea/conception of the product beyond what a student of this age might undertake?					
7.	To what extent is the product of overall excellence?					

8. List some of the criteria you used in evaluating the excellence of this product:

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TEACHER RATING SCALE

Student Name____________________________ Age___________ Grade___________

School____________________________ Teacher_______________ Date_____________

Please rate the student on the following characteristics by circling the appropriate number, using the following criteria:

1 = Seldom or never observe this characteristic.
2 = Occasionally observe this characteristic.
3 = Frequently observe this characteristic.
4 = Almost always observe this characteristic.

	Characteristic	1	2	3	4
1.	Has unusually large vocabulary				
2.	Has ideas that are often very original and imaginative in one or more areas				
3.	Has an unusually good memory				
4.	Is alert and keenly observant; responds quickly				
5.	Has a long attention span				
6.	Uses longer sentences than peers				
7.	Reasons things out; thinks clearly; recognizes relationships; comprehends meanings				
8.	Is curious about places outside immediate environment				
9.	Is informed about a variety of areas				
10.	Shows a high level of sensitivity and empathy				
11.	Has an excellent sense of humor				
12.	Is an independent worker				
13.	Has a variety of interests				
14.	Is a leader in several kinds of activities: is able to influence others to work toward desirable goals				
15.	Has outstanding talent in a special area (indicate area:_______________________________)				

I consider this student, as a candidate for a Gifted/Talented Program, to be:
_____ Superior _____ Very Good _____ Average _____ Below Average

Comments:

TEACHER REFERRAL/NOMINATION FORM FOR G/T SERVICES

Student Name____ Date__________
School________________________________ (M/F) DOB______________ Age__________
Address__________________________ Parent_____________________________________
Phone___________________________ Grade________ Teacher________________________

Needs: I am referring this student to the MDT because of his/her high ability or potential. I see this student as having the following characteristics/needs.

_____ 1. Regularly finishes assignments quickly and correctly, resulting in excessive free time.

_____ 2. Raises in-depth questions related to classroom assignments that require research and guidance.

_____ 3. Student has peer association problems that seem to be the result of exceptional abilities or special interests that are not shared by the other students.
- A. The student avoids peer discussion of special interests.
- B. The teacher has noted a decline in student participation in peer activities.
- C. The student dominates peer discussion and causes irritation.
- D. Lack of opportunity to interact with students who are also gifted, talented and/or creative.

_____ 4. Student has demonstrated acting out behavior that appears related to boredom or lack of interest in school work.

_____ 5. The student demonstrates marked discrepancy between ability and the performance level of assigned work.

_____ 6. The student is just getting by in class assignments; only doing the minimum to maintain a grade.

Comments:____
____
____

Instructional Strategies: I am using the following strategies in my classroom to meet this student's needs:

_____ Curriculum Compacting
_____ Acceleration
_____ Independent Projects
  _____ relating to curricular areas
  _____ student's interest area

_____ Individual contracts—Subjects:
____
____

_____ Enrichment materials/activities—Describe:
____
____

____

Recommendations: (To be completed by MDT)
_____ Testing _____ MDT Recommendation _____ Parent Request

____________ Intelligence Test ____________ Achievement Test

_____ No Testing: Teacher will continue with curriculum modification strategies as needed.
_____ No Testing: Teacher will attempt new curriculum modification strategies with assistance from G/T facilitator.

MDT Members present:
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Appendix C-2—Student Nomination Forms

Comprehensive Student Biographical Checklist 110

Self-Nomination Checklist 111

Self-Nomination Form/Visual Arts 113

Student Biographical Information/Visual Arts 114

Music/Self-Nomination Form 115

Comprehensive Self-Nomination Form/Written 116

Peer Nomination Form/Written/General 117

Peer Nomination Form/Written/Visual Arts 118

Note: The following forms may be used by the G/T Facilitator to help students participate in the selection process.

COMPREHENSIVE STUDENT BIOGRAPHICAL CHECKLIST

Name____ Grade____________ Age________

School__________________________________ Teacher______________________________

Please respond to the following items within the space provided.

1. Describe any special academic interests and activities in which you are involved.

2. List the academic awards and honors you have received.

3. List leadership positions you have held.

4. List extracurricular activities in which you are involved.

5. Give a brief description of some project or activity in which you are currently involved that best represents you as an individual.

SELF-NOMINATION CHECKLIST

Name________________________ Grade__________ Age__________

School________________________ Teacher________________________

The following information will help us to know more about you so that we will be better able to plan your school year. Please help us by answering the following:

1. I write plays or stories on my own. Yes No
2. I like to know why things happen. Yes No
3. I draw better than most kids. Yes No
4. I am good at solving problems. Yes No
5. I do good work in science. Yes No
6. I read more than one book a week. Yes No
7. I do well in math. Yes No
8. Other students ask me for help. Yes No
9. I can answer my teachers' questions quickly. Yes No
10. I can work well on my own. Yes No
11. I try to do my best in school. Yes No
12. I like using new words when I talk. Yes No
13. I know a lot about different things. Yes No
14. Acting lets me show my feelings. Yes No
15. I play a musical instrument. Yes No
16. I like to finish things I start. Yes No
17. I use the dictionary. Yes No

18. I use the encyclopedia. Yes No

19. Schoolwork is easy for me. Yes No

20. I like to help other students. Yes No

21. I enjoy talking with teachers and other adults. Yes No

22. What do you like to collect?

23. What do you enjoy doing when you are not in school?

24. What kinds of magazines do you like to read?

SELF-NOMINATION FORM/VISUAL ARTS

Name____ Grade___________ Age________

School_________________________________ Teacher____________________________

Please check the statements that describe you.

_____1. My classmates consider me an artist.

_____2. My artwork is among the best in my class.

_____3. I often do artwork outside of school.

_____4. I doodle and scribble all the time.

_____5. I use artwork to help explain my ideas.

_____6. I like to go to art museums.

_____7. I like to show my artwork to others.

_____8. I enjoy television programs about art and artists.

_____9. I have done artwork for my school plays, newspapers, etc.

_____10. I like to copy or draw cartoons.

(Source: Jersey City Public Schools, Rhode Island Department of Education and Baltimore County Public Schools.)

STUDENT BIOGRAPHICAL INFORMATION/VISUAL ARTS

Name____ Grade______ Age________

School_________________________________ Teacher______________________

1. Think of an art project that you feel was the best you ever did. Give your project a name and describe it.

2. What art activities do you enjoy most?

3. If you could choose any kind of art project to begin today, what would you choose to do?

4. Approximately how much time do you spend on art projects outside of school hours?

5. Have you had any special lessons or classes in art? What kind, and when?

6. What other activities do you enjoy besides art activities?

7. If you attend the special summer school art class, what would you like to learn?

(Source: Chesterfield, VA County Public Schools.)

MUSIC/SELF-NOMINATION FORM

Name____ Grade______ Age___________

School_________________________________ Teacher__________________________

Answer the following questions in your own words:

1. Do you play any musical instrument now?_____
   If yes, please list:
   Instrument   Years played   Years of lessons

2. Are there any musical instruments you would like to learn to play?_____
   If yes, please list:

3. How many hours each day do you spend listening to music?_____

4. How many hours each day do you spend singing or playing a musical instrument?_____

5. List five of your favorite records, tapes or CDs:

6. Do you ever compose music?_____ If yes, please describe the kinds of music you compose.

7. List any music contests or awards you have won.

8. List those people who know of your musical talent.

COMPREHENSIVE SELF-NOMINATION FORM/WRITTEN

Student Name______________________________ Grade________

School____________________ Teacher____________________

Interviewer______________________________

What is your easiest subject in school?____________________

What subject is most difficult for you?____________________

Which subject do you most enjoy?____________________

Do you like to work alone or with others? Why?____________________

What do you like to do most in your free time?____________________

Do you take any private lessons?____________________

What programs do you watch on television?____________________

What kinds of books do you enjoy reading?____________________

Do you have a favorite book?____________________

What do you want to be when you grow up?____________________

Describe the G/T Program as you understand it.____________________

Why would you like to be a part of this program?____________________

List your daily priorities (play, reading, homework, jobs at home, etc.).____________________

Describe yourself as a student.____________________

Interviewer's Comments: (Student's behavior, attention, interest, clarity of expression, etc.)

PEER NOMINATION FORM/WRITTEN/GENERAL

Please write down the names of the classmates whom you would pick for the following:

1.	Who seems to know the most about a lot of different things?	
2.	If you needed help in math, whom would you ask?	
3.	If you were lost in a strange place, who would be the best at figuring out what to do?	
4.	Who usually knows the meanings of a lot of big words?	
5.	Who knows the most about scientific things?	
6.	Whom would you pick to work with you on a social studies project?	
7.	Who should be class president because he or she usually gets everyone to work together and get things done?	
8.	Who would be best at reading an exciting mystery story to the class?	
9.	Whom would you choose to represent your class in a debating competition?	
10.	Whom in your class would you call your best friend?	

PEER NOMINATION FORM/WRITTEN/VISUAL ARTS

Please write the names of your classmates who best fit the following questions:

1.	Who spends the most time drawing in and out of art class?	
2.	Whom would you pick to design a poster for the school play?	
3.	If you were assigned a group art project, whom would you most like to have work with you?	
4.	Who thinks of the most unusual, fantastic or original ideas?	
5.	Who spends the most time working on their art projects?	
6.	Who sets the highest standards for his or her own artwork?	

(Source: Jersey City Public Schools.)

Appendix C-3—Parent Nomination Forms

Parent Rating Scale 120

Parent Checklist 121

Parent Nomination 122

Parent Nomination Form for G/T Services 123

Parent Rating Scale/Visual Arts 124

Parent Rating Scale/Music 125

Parent Biographical Information/Music 127

PARENT RATING SCALE

Student Name________________________________ Grade__________

School__________________________ Teacher______________________

In each of the three sections below, circle the number that indicates how often you observe the characteristics in the behavior of your child.

	0 Never	1 Seldom	2 Sometimes	3 Frequently
Learning Characteristics				
• Advanced Vocabulary	0	1	2	3
• Good memory	0	1	2	3
• Learns very quickly	0	1	2	3
• Seems to know many things	0	1	2	3
• Generalizes skillfully	0	1	2	3
• Understands concrete ideas	0	1	2	3
• Understands abstract ideas	0	1	2	3
• Can state similarities and differences in relationships	0	1	2	3
• Understands cause and effect	0	1	2	3
• Makes decisions easily	0	1	2	3
• Eager to learn new ideas	0	1	2	3
Creativity Characteristics				
• Questioning, very curious about many topics	0	1	2	3
• Has many ideas	0	1	2	3
• Sees things in many different ways	0	1	2	3
• Offers unique or unusual solutions	0	1	2	3
• Adds interesting details	0	1	2	3
• Transforms or combines ideas	0	1	2	3
• Sees implications or consequences easily	0	1	2	3
• Willing to take risks	0	1	2	3
• Comfortable with disagreements	0	1	2	3
• Appreciates subtle humor, paradox or discrepancies	0	1	2	3
Motivation Characteristics				
• Sets own goals, standards and plans	0	1	2	3
• Intense involvement in preferred tasks	0	1	2	3
• Enthusiastic about interests and activities	0	1	2	3
• Needs little external motivation when pursuing preferred tasks	0	1	2	3
• Prefers to concentrate on preferred tasks	0	1	2	3
• High level of energy	0	1	2	3
• Does not give up easily	0	1	2	3
• Completes projects	0	1	2	3
• Eager for new challenges	0	1	2	3
• Assumes responsibility	0	1	2	3

Parent Signature______________________________________ Date__________

(Adapted by Kay W. Kelly from the Renzulli Scales.)

PARENT CHECKLIST

Student Name____ Grade__________

School______________________________ Teacher________________________

Instructions: Please indicate "yes" or "no" next to each item.

	Yes	No	Comments
Learns rapidly and easily			
Applies knowledge from one situation to another			
Retains knowledge without rote drill			
Uses an extensive vocabulary			
Reads books that are above grade level			
Wants to know the causes or reasons for things			
Does academic work above grade level			
Understands abstract concepts			
Independently explores areas of interest			
Has perseverance			
Independently writes stories, poems or plays			
Willing to try different methods when solving problems			
Evaluates own work			
Creates new ideas through writing, speaking or playing			
Invents things on own			

PARENT NOMINATION

Student Name____ Grade__________

School______________________________ Teacher________________________

Parent Making Nomination____

1. What are some things about your child that lead you to believe that he/she should be in a special program for high ability students?

2. What problems, if any, is he/she having in school as a result of the high ability?

3. Describe briefly your child's reading habits and levels at home.

4. Describe briefly your child's major interests, hobbies, activities, etc.

5. Describe any projects or studies your child has done.

6. Please give any other information that you feel is relevant to your child's consideration for the Honors Program.

(Reprinted with permission from John Feldhusen, Purdue University.)

PARENT NOMINATION FORM FOR G/T SERVICES

Student's Full Name______________________________________ Date____________

School________________ Teacher_______________ Grade______ DOB____________

Phone Number (Home)_________________________ (Work)_____________________

Address____

Parent Name____

Parent Name____

1. What do you feel are your child's strongest talents or skills?

2. What problems or weaknesses does your child have, academically or socially?

3. What activities occupy your child's time after school and on weekends? (Hobbies, collections, special lessons, etc.)

4. Do you feel your child's educational needs are being met in the regular classroom? Be specific.

5. What early evidences were there of your child's superior ability?

6. Why do you think your child would benefit from participation in the gifted/talented program?

(Please use another sheet if you need more space.)

PARENT RATING SCALE/VISUAL ARTS

Student Name____________________________________ Grade__________

School__________________________ Teacher____________________

Parent Name____________________________________ Date__________

The Art Department is attempting to identify students with special ability in art. As a parent, you have knowledge that would be helpful to the school in this selection process. All information will be held in the strictest confidence. Please check the column that most aptly describes your child.

	Almost Always	**Often**	**Occasion-ally**	**Don't Know**
Draws, paints or works with other art materials at home				
Expresses a desire to visit museums, exhibitions, etc.				
Is curious about people, things and events around him/her				
Expresses opinion about decorations in and around the home				
Is asked by others to do artwork				
Takes pride in doing things well				
Uses spending money to buy art supplies				
Enjoys and appreciates the art of others				
Comments on the colors, shapes and structure of things				

(Source: Baltimore County Public Schools.)

PARENT RATING SCALE/MUSIC

Student Name____ Grade___________

School________________________________ Teacher_________________________

Please help us in planning appropriate musical instruction for your child by responding to the following questions about the kinds of activities he/she seems to enjoy.

Part I: General Interests

Before each of the following statements, place the number that you feel most closely represents your observation of your child's interests and activities. Use the following scale:

1. I seldom or never observe this behavior.
2. I occasionally observe this behavior.
3. I observe this behavior about half the time.
4. I frequently observe this behavior.
5. I almost always observe this behavior.

_____ Sings spontaneously while working or playing

_____ Chooses to listen to records, tapes or CDs over other free-time activities

_____ Expresses specific preferences for certain types of music, even to the point of objecting to others

_____ Attempts to teach musical skills learned in school or in private lessons to younger brothers or sisters

_____ Seems particularly sensitive to sounds of all kinds

_____ Remembers and sings tunes from television programs and/or commercials

_____ Is eager to perform for friends and relatives

_____ Spontaneously dances, moves or creates rhythmic accompaniments (clapping, etc.) to music on TV or radio

_____ Practices a musical instrument or singing daily

_____ Practices a musical instrument longer than required by parents or teachers

_____ Reads books about music and musicians

_____ Creates his/her own songs

Parent Rating Scale/Music (continued)

_____ Creates musical compositions at the piano or other instrument

_____ Shows an intense interest in learning to play the piano or other instrument

_____ Sings folk songs, popular songs and rounds with other students

Part II: Musical Activities

A. Please list all of the organized musical activities such as piano lessons or church choir in which your child participates.

B. Please list some of the informal musical activities that happen in your family and indicate the degree to which your child participates.

Part III: Additional Comments

Please offer your own evaluation of your child's musical interests and abilities, as well as any other comments you would like to add.

PARENT BIOGRAPHICAL INFORMATION/MUSIC

Student Name____ Grade__________

School______________________________ Teacher________________________

Parent Making Nomination____

Instructions: Please complete the following questions as they relate to your child's musical background.

At what age did your child begin to:

- show an interest in music? ____
- take music lessons? ____
- write his/her own songs or tunes? ____

Please list all of the organized musical activities in which your child participates, such as piano lessons or church choir.

____

____

List some of the informal musical activities that happen in your family and indicate the degree to which your child participates.

____

____

List any music contests and awards your child has won.

____

____

Please offer your own evaluation of your child's musical interests and abilities as well as any other comments you would like to add.

____

____

Appendix C-4—Miscellaneous Forms

Example of Distribution of Educational Records 129

Request for Parental Permission for Gifted/Talented Evaluation 130

Discontinuation of Services in the G/T Program 131

Student Questionnaire for Students Discontinuing G/T Program 132

Request for Review Form 133

Teacher/Student Contract 134

Parent Attitude Survey 135

EXAMPLE OF DISTRIBUTION OF EDUCATIONAL RECORDS

______________________________ Student's Name

______________________________ Date of Birth

In addition to the information contained in this file, other record information concerning this student may be found in the (please check):

( ) Gifted/Talented Facilitator File

( ) Special Education Teacher File

( ) School Psychologist File

( ) Speech/Language Pathologist File

( ) Central Special Education Records File

( ) Counselor File

( ) Cumulative File

( ) Other (please list):

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

REQUEST FOR PARENTAL PERMISSION FOR GIFTED/TALENTED EVALUATION

Date____________________

Dear Parent:

Your child ______________________________ at ______________________________ School has been referred to our Multidisciplinary Team. We would like your permission to proceed with assessment to determine the most appropriate educational services for your child. You will be contacted to review the results of the assessment.

Assessment is requested in the following areas:

_____ Intellectual
_____ Specific Academic
_____ Other____
_____ Creativity
_____ Leadership

Check one:

_____ Permission is given to undertake assessment of my child.
_____ Permission is denied.

Parent Name:__________________________________ __________________________________
Printed Signature

Relationship to child:____

Address:____ Zip:___________

Phone (Home):____ Date:________________

Phone (Work):____(Father)

Phone (Work):____(Mother)

Child's Date of Birth:____

Child's Social Security Number:____

Ethnicity (Optional):______________________________________

Return this written decision **as soon as possible** to:

____
____
____

or to your child's school.

DISCONTINUATION OF SERVICES IN THE G/T PROGRAM

Student________________________________ Grade_____ School________________

Parent________________________________ Teacher________________________

G/T Facilitator____

To Whom It May Concern:

As of ____________________, this student will no longer be attending G/T Program
(Date)
classes as a result of:

Date:________________________________

Student:______________________________

Parent:_______________________________

Classroom Teacher:_____________________

STUDENT QUESTIONNAIRE FOR STUDENTS DISCONTINUING G/T PROGRAM

Name________________________________ School__________________________

Grade_______________________________ Years in G/T Program______________

1. What advantages have you felt from coming to G/T?

2. What will you miss most after leaving G/T?

3. What disadvantages have you felt from coming to G/T?

4. What personal problems have you encountered because of coming to G/T?

5. What could G/T have done to make the experience less of a problem to you?

6. Please rate the following items from 1-10 with 1 being low and 10 being high:

   _____ Overall satisfaction with the program
   _____ Increase in learning
   _____ Increase in open-mindedness
   _____ Increase in friendships
   _____ Feeling better about yourself
   _____ Exposure to new and challenging activities
   _____ Increase in ability to work independently
   _____ The teachers

7. Why are you dropping from the G/T Program?

Student Signature____

REQUEST FOR REVIEW FORM

Student Name____ Grade__________

School______________________________ Teacher________________________

Parent Name____

The following items are possible reasons for requesting an additional review of this student's consideration for the Gifted/Talented Program. Read these carefully and indicate which reason you believe applies in this situation. After making this decision, describe why this choice is applicable. **Include a copy of any additional information.**

1. We have additional test information.
Comments:____
____

2. This student has recently received special recognition.
Comments:____
____

3. The previous tests were invalid.
Comments:____
____

4. Personal problems at home interfered with this student's school work this past year.
Comments:____
____

5. Other relevant factors
Comments:____
____

Person making this appeal:____

Relationship to the student:____

Telephone:____________________ Best times to reach:____________________________

Address:____
____
____

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TEACHER/STUDENT CONTRACT

Student______________________________ School__________________ DOB______________

I. Because of the extra amount of work involved in the G/T Program, the classroom teacher may use more of the following options for classroom work missed:

A. Substitute work completed in the G/T Program for class work missed.
B. Modify class assignments so that the student does not complete the same quantity of assignments as the students who were in the classroom during the entire class period.
C. Require the student to complete a "concept check" for material covered, but not complete all written assignments required in the classroom.
D. Other (please specify)____

II. If the classroom teacher requires the student to complete a given assignment, the student will find out about the work he or she has missed by:

_____ A. Receiving a written assignment for the day
_____ B. Contacting another student
    1. Name__________________________
_____ C. Asking the teacher
_____ D. Other?
_____ E. Due date? within_______ days.

III. The student will be responsible for:

A. Being punctual and having appropriate materials for all G/T activities.
B. Completing at a high-quality level, all assigned and self-initiated projects in the G/T Program.
C. Completing adapted class work as described in section one above.

Failure to comply with the above responsibilities will indicate a lack of task commitment by the student.

______________________________________ ______________________________________
Classroom Teacher's Signature Student's Signature

______________________________________ ______________________________________
Parent's Signature Date

Students participating in the G/T Program are involved in a shared regular classroom/G/T Program curriculum.

The G/T student shall be excused from standard classroom assignments and activities missed during the times he or she participates in the G/T Program. The G/T student is responsible for the concepts, principles and strategies taught by the classroom teacher on the day that he or she participates in the G/T Program. The student is not excused from the accountability associated with these missed concepts.

The regular classroom teacher shall avoid scheduling major tests, assignment due dates for major projects, field trips, etc., during the time students attend G/T classes.

The regular classroom teacher who has a G/T student in his or her class and who uses attendance/participation and/or daily assignments as elements in determining student grades shall not penalize the student for this authorized absence.

PARENT ATTITUDE SURVEY

We are anxious to determine the attitudes of parents toward our programs. Therefore, we have prepared the following set of questions. In the space provided at the right, please indicate the following:

SA =	Strongly Agree	D =	Disagree
A =	Agree	SD =	Strongly Disagree
NA =	Not Applicable		

Indicate only one check for each question. Please respond to each item. Space is provided for you to comment on each question, if you care to do so. You may use the back of the data sheet if you need additional space.

		SA	A	NA	D	SD
1.	This program meets the needs of my child. Comments:					
2.	I feel that I understand what is taking place in the program. Comments:					
3.	This program has had a positive influence on my child's attitude toward school. Comments:					
4.	This program has increased my child's self-confidence. Comments:					
5.	This program has enlarged my child's friendships. Comments:					
6.	I do not feel that my child is missing the "basics" as a result of this program. Comments:					
7.	I think this program should be continued. Comments:					
8.	I think it is important to have my child work with students of similar academic abilities. Comments:					
9.	I am not concerned about my child being away from the regular classroom. Comments:					
10.	I am pleased that this program lets students of similar academic interests and abilities work together. Comments:					

Appendix D—Resources

Organizations and Networks 137

Periodicals 137

Publishers 138

Note: The purpose of this appendix is to provide examples of different organizations/networks, periodicals and publishers that may interest educators associated with G/T education.

Organizations and Networks

Council for Exceptional Children (CEC/ITAG)
1920 Association Dr.
Reston, VA 22097-1589
Phone: 800-232-7323
Fax: 703-264-1637

National Association for Gifted Children (NAGC)
1707 L St., NW, Suite 550
Washington, D.C. 20036
Phone: 202-785-4268

National Research Center
University of Connecticut
362 Fairfield Rd., U-7
Storrs, CT 06269-2007
Phone: 203-486-4676

State Advocates for Gifted and Talented (SAGE)
Contact the Idaho State Department of Education
Gifted/Talented Specialist
Boise, ID
Phone: 208-332-6920

World Council for Gifted and Talented
Belin-Blank International Center for G/T Children
The University of Iowa
Iowa City, IA 52242-1529
Phone: 319-335-6196

Idaho G/T Homepage http://www.sde.state.id.us/GiftedTalented/

Periodicals

Challenge Magazine: Reaching and Teaching the Gifted Child K-6
Good Apple Publications
4350 Equity Dr.
P.O. Box 2649
Columbus, OH 43216
Phone: 800-321-3106
Fax: 614-771-7362

Gifted Child Today
P.O. Box 8813
Waco, TX 76714-8813
Phone: 800-476-8711

Education Leadership
Association for Supervision and Curriculum Development
1250 N. Pitt St.
Alexandria, VA 22314-9719

Roeper Review
P.O. Box 329
Bloomington Hills, MN 48303-0329
Phone: 810-642-1500

Publishers

Creative Learning Press, Inc.
P.O. Box 320
Mansfield Center, CT 06250
Phone : 860-429-8118
Fax: 860-429-7783

Creative Publications
5040 W. 111 St.
Oaklawn, IL 60453
Phone: 415-988-1000

Critical Thinking Press & Software
P.O. Box 448
Pacific Grove, CA 93950
Phone: 800-458-4849
Fax: 480-393-3277
Email ct@critical thinking.com

Dale Seymour Publications
P.O. Box 5026
White Plains, NY 10662-5026
Phone: 800-827-1100
Home Page: http:/www.aw.com

Engine-Unity, Ltd.
P.O. Box 9610
Phoenix, AZ 85068
Phone: 602-997-7144

Free Spirit Press
400 First Ave. N., Suite 616-41
Minneapolis, MN 55401-1730
Phone: 800-735-7323
Fax: 612-337-5050

Interact-Simulations
1825 Gillespie Way #101
El Cajon, CA 92020-1095
Phone: 800-359-0961

Synergetics
P.O. Box 84 Phone: 203-291-9499
East Windsor Hill, CT 06028-0084 Fax: 860-282-9040

Thinking Caps for the Gifted
Learning centers based on Bloom's Taxonomy
P.O. Box 26239 Phone: 800-529-5588
Phoenix, AZ 85068 Fax: 602-395-0336

Toshiba/NSTA Phone: 800-Explor-9
Exploravision Home Page: http://www.nsta.org/programs/explora.htm